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ABSTRACT

At a 1990 symposium on principals, speakers from Tennessee and other states shared their perspectives on school leadership. The symposium proceedings contains the following presentations: (1) "Under Fire: The School, the Principal and the Preparation Program" (Barbara Nye and Mary Jane Connelly); (2) "The Roles of Principals: Today's and Tomorrow's Schools" (Christine Johnson); (3) "A Tennessee Case Study: Eight Beginning Principals" (Frances C. Fowler and Cynthia T. Gettys); (4) "The Principal in Tennessee Schools: A Policy Statement (preliminary recommendations)" (Kenneth E. Nye); (5) "Principals and Assistant Principals: The Current Work Force, Supply and Demand" (Karen Weeks); (6) "National and State Goals for Education: The Role of School Leaders" (William L. Lepley); (7) "National Picture: Preparation and Certification of Principals (an outline)" (Scott D. Thompson); (8) "Developing Leaders for Tomorrow's Schools" (Philip Hallinger and Joseph Murphy); (9) "Assessment Centers: Identifying and Developing Effective Principals" (Lenor Hersey); (10) "Preparing School Administrators in Alabama" (Rodney Roth); (11) "Making Better Principals and Making Principals Better" (Wayne Worner and David Parks); and (12) "Leadership 21: Preparing Principals for the Twenty-First Century" (Gary Ubben). Following the presentations is a summary report, with 28 references, intended to be used to develop specific policy recommendations. The appendices contain a list of the symposium planning committee members, the agenda, and two reports of relevant Tennessee Board of Education policy. (MLF)

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Proceedings from the Invitational Symposium on Recruitment, Selection & Retention of Principals for Tennessee's Schools

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Proceedings from the Invitational Symposium on Recruitment, Selection & Retention of Principals for Tennessee's Schools

Prepared by:

The Center of Excellence for Research in Basic Skills
Tennessee State University
Nashville, Tennessee

EA 024027

Foreword

On May 8 and 9, 1990, a statewide invitational symposium on recruitment, selection, and retention of principals was held in Nashville, Tennessee. The focus of the symposium was on the role of the school principal and the importance of school leadership to success. The symposium was co-sponsored by the Tennessee Organization of School Superintendents, the Tennessee School Boards Association, the Tennessee Board of Education, and the Danforth Foundation.

Symposium speakers from Tennessee and other states shared their perspectives on school leadership and joined with symposium participants in the discussion of issues related to identifying and developing public school principals. The symposium was designed as a "first step in Tennessee's policy development process to improve the preparation, licensure, employment, and professional development of principals and other school leaders."*

The symposium proceedings contain the panel discussions and presentations made at the symposium and relevant Tennessee Board of Education policy. The proceedings also include an introduction article regarding research and the improvement of principal preparation programs and their linkage to school effectiveness and school leadership.

I am pleased that the Tennessee Board of Education provided the Center of Excellence for Research in Basic Skills the opportunity to participate in the symposium and to prepare the proceedings. Disseminating research and providing information to improve practice and policy is an important objective of the Center. We believe that school leaders, higher education faculty, and policy makers will find this resource document useful..

For their assistance in the preparation and review of the symposium proceedings, I would like to thank Kenneth E. Nye, Research Associate with the Tennessee Board of Education and Symposium Coordinator; Mary Jane Connelly, Chair of the Educational Leadership Department at the University of Tennessee; Carol G. Thigpin, Research Director of the Academic Skills Acquisition Unit, and Aurealia Corlew, Unit Secretary, with the Center of Excellence; and Cynthia Dennis, Data Systems Coordinator with the Bureau of Educational Research & Services at Tennessee State University. I would also like to thank the symposium presenters who graciously provided their papers.

Barbara A. Nye, Ph.D.
Executive Director
Center of Excellence for Research in Basic Skills

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* *Summary Report of the Invitational Symposium on Recruitment, Selection, and Retention of Principals*, 1990, p. 1.

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Under Fire: The School, the Principal, and the Preparation Program

by Barbara A. Nye & Mary Jane Connelly

Since the early 1980s, education and its reform has captured the minds and imagination, if not the purse strings, of legislators, policy makers and educators. In 1987, the National Commission on Excellence in Education Administration (Leaders for America's Schools: The Report of the National Commission on Excellence in Education Administration, UCEA, 1987) produced a report calling for reform in the leadership of America's schools. This prompted private foundations and institutions of higher education to support and invest in new reform initiatives for selecting and preparing tomorrow's administrators. The answers to demands for improved schools and school leadership are not always easy or apparent, and the challenge is further complicated by such elements as shifting demographics, shrinking budgets and increasing pressures on students and school personnel to be held accountable.

THE EFFECTIVE SCHOOLS LITERATURE

From an analysis of school issues such as leadership, order, community support, high achievement standards for all students and an array others, the effective schools research has evolved (Northwest Regional Educational Laboratory, 1990). This research has clearly demonstrated the important and significant link between effective schools and effective leadership (Bowman and Valentine, 1986; Good and Brophy, 1986; High and Achilles, 1986).

The portrait of a "good school" mirrors the qualities which a successful principal demonstrates or facilitates. Among the many attributes assigned the successful principal and often identified in the literature are organizational ability, vision, establishing a positive environment and school climate, instructional insight into curriculum development and implementation, community/parent awareness and involvement, good public relations, student/teacher respect and above average performance expectations(Valentine and Bowman, 1991; National Association of Elementary School Principals, 1991).

Curiously, when one thinks of demanding improved principalship competencies and effective processes in schools, the link to principal preparation programs is often ignored. Practitioners believe that the research or the process used in programs to train successful school leaders originated in what's been referred to as the ivory tower of higher education and is not reflective of what the practitioner does. The link between theory and practice is viewed as tenuous at best.

While new concepts of school restructuring have been shaping and enhancing the role of schools and the principalship, higher education principal preparation programs have been largely ignored. Greater emphasis on preparing brighter candidates in teacher education programs, content specialists and other school administrators, as well as the funding of K-12 improvements has been partially responsible for the lack of specific concentration in preparing principals. This focus on other priorities has also had the effect of draining scarce programmatic resources.

If the effective schools literature is to be believed, principal preparation programs should be a key player in shaping schools for the 21st century. This will require the establishment of new roles such as clinical relationships and responsibilities between and within schools and university programs. Principal preparation programs will have to be held accountable for their product. Identifying the successful knowledge base for

the superior training of principals and incorporating innovative instructional strategies will become mandatory elements for programs to be approved and to survive. They must demonstrate the need for a continued and significant share of the resources within colleges of education.

Three key ways to improve principal preparation programs are through experiential learning, mentoring and collaboration. It is not surprising that these initiatives represent types of reform similar to the effective teaching and effective schooling literature for teacher education and school restructuring.

EXPERIENTIAL LEARNING

Current state-of-the-art curricula espouses learning by doing. Traditional teaching from a text book is challenged by the curriculum approaches of hands-on science and mathematics, and even experienced based social studies programs. Likewise field-based preparation for principals and other leadership professionals is a developing concept (NAESP, 1991, "Recommended Building Blocks for Principal Preparation Programs", p. 38-39). Moving significant portions of the knowledge application aspects of principal preparation programs from the campus to the schools and from the lecture hall to school environments is a growing trend which has promise for positive results.

The acquisition of theories about learning and leadership has been shifted from the traditional university classroom site to the public school and is being facilitated and managed through such school based initiatives as internships, cooperative learning events, case-management simulations and writing about such approaches as site-based management or school based decision making where the practice is in action (Nagel, 1991; Barnett, 1986; Christensen, 1989).

This experiential approach requires extensive involvement by the professor and the practitioner. It often demands additional reflective time from the experienced principal if an effective mentoring relationship is to develop for the principal candidate. The role of the professor must focus on the integration of theory into practice through reflection and on-the-job-training with the candidate.

The advent of using an experienced school principal as mentor is a new role.

MENTORING

Mentoring has been found to be successful in assisting candidates needing additional learning strategies. It has a positive effect in enhancing the learning process of students who can benefit from opportunities for advanced studies. The advent of using an experienced school principal as a professional mentor is a new role in preparing prospective principals. The use of mentors to help the novice administrator become proficient in the use of the requisite knowledge and skills, while developing expertise as a leader, is the mark of good principal preparation program (Daresh and Playko, 1990). These professionals must be willing and able to invest the time and energy necessary to guide the prospective principal as well as to

support them in their role as future instructional leader.

It is obligatory that the professor cultivate a cadré of successful, practicing principals. Selecting experienced principals with the ability to manage, nurture, extend values and assist in the acquisition of job skills and operating savvy is a new role for educational administration professors. Sustaining the mentor after completing the selection process and establishing mutual respect for theory and practice is an exciting and new challenge. Mentoring of the principal candidate by the professor and the practitioner will demand creativity, wise utilization of valuable time and appropriate use of advising skills. The expected and anticipated result in establishing long-term mentoring relationships is improved instruction and collaboration at all levels of the education system.

COLLABORATION

The concept of collaboration between schools and higher education principal preparation programs is evolving (Murphy, 1991). Policy makers are encouraged by the desire of practitioners and professors to form partnerships. Knowledgeable practitioners, with daily school experiences, are needed to help transform theory and research into effective strategies that will create excellence in schools for the 21st century. Knowledgeable scholars of programmatic reform with the requisite skills to connect theory, research and practice must plan meaningful, shared experiences for candidates, practitioners and professors. There must be a willingness to counsel, innovate and evaluate.

Collaboration promotes openness, builds trust and minimizes barriers when problems must be solved. Opening communication and expanding the human resources to deal with the complex processes of schooling provides a sound basis for principal preparation programs leading to reform in classroom instruction.

To develop principal preparation programs of excellence it will be necessary to understand the relationship between effective schools and successful school leadership. Focusing on the structure of educational administration programs, professors and practitioners will have to cultivate, create and evaluate the world of theory and best practice to design new and appropriate principal preparation programs.

PREPARATION PROGRAMS

In addition to experiential learning, mentoring and collaboration, the literature identifies other strategies for improving preparation programs (Murphy, 1990; Hallinger, 1991). These include: (1) involving practitioners in the development and delivery of preparation programs, (2) enhancing the currency of school leadership experience for professors, (3) establishing active advisory councils for professor/practitioner dialogue, (4) employing more professors with school administration experience, (5) using adult education strategies, and (6) replacing the behavioral science approach to school administration with an experiential approach. Incorporating these strategies will further help to bridge the gap between theory and practice in the effective preparation of principals.

THE TENNESSEE REFORM INITIATIVE

In 1988, the University of Tennessee at Knoxville and East Tennessee State University received grants from the Danforth Foundation of St. Louis to develop programs premised on partnerships between the

universities and school districts. In the early stages of development, representatives from both institutions as well as their colleagues from Memphis State University saw the need to work with the Tennessee Board of Education to change existing administrator certification requirements in order to develop more effective principal preparation programs. The Tennessee Board of Education and the Danforth Foundation, along with the Tennessee Organization of School Superintendents and the Tennessee School Boards Association, supported these efforts and a symposium on principal recruitment and selection was held in Nashville in May, 1990. State policy makers, professors and practitioners were invited to participate.

The symposium prompted the Tennessee Board of Education to create a task force on principal preparation and development in July, 1990. Members included representatives of the Tennessee Department of Education, professional organizations, principals, and college of education administrators and professors. In the fall of 1990, this group met regularly and produced a policy document calling for significant change in the clinical preparation of principals and the blending of theory with the world of best practice.

In 1991, the document was circulated to interested groups for comments. The Tennessee Board of Education adopted the new policy for the principalship in November, 1991. New requirements for licensure of principals were developed and adopted by the Board in March, 1992. With the adopting of these two policy documents, a second symposium focusing on the new responsibilities of institutions of higher education was scheduled for April 1992.

Successful programs will engage in creative, powerful delivery systems.

SUMMARY

Local school systems and Departments of Educational Administration in Tennessee have a unique opportunity to come forward and respond to the reform initiative by developing more appropriate preparation programs for principals. The new licensure requirements call for partnerships between professors and practitioners in rigorous clinical preparation experiences. It is expected that successful programs will engage in creative and powerful delivery systems based on the effective schools research. Programs preparing school leaders for the 21st century must be relevant and responsive to the public's desire for improved, accountable education systems.

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The Roles of Principals: Today's & Tomorrow's Schools

by Christine Johnson

Good morning and greetings from the beautiful Rocky Mountains. I'm honored to join today the great state of Tennessee in your efforts to address leadership of Tennessee schools now and in the future.

I am here to talk to you as a practitioner, your colleague, about an agenda we all care deeply about - the state of American education.

The year 2000 will mark a milestone in modern history - not only the beginning of a new century but the origin of a new millennium. We are living in exhilarating times. As we begin the decade, we are experiencing remarkable revolutions - economic, technological, and social political.

And what about education? Well let me review with you some of the statistics that impact us. Every day in America 1849 children are abused, 9 children die from gunshot wounds. On any given night in America there are 100,000 homeless children not counting runaways. There are 5.3 million teen alcoholics with twelve years as the age of first use. Every 30 seconds somewhere in America a child's parents are getting divorced; every 31 seconds in America an adolescent girl becomes pregnant; every 78 seconds an adolescent in America attempts suicide, every 90 minutes one succeeds. I could go on and on. I won't review dropout and achievement rates. But you know and I know they are abysmal as we stand on the threshold of the 21st century. We know in the year 2000, one-third of the U.S. work force will include adults who are now the children we describe "at risk."

Why is there reluctance to change how we do business? We should be outraged! We know in too many communities people are not confident their children in a public school will be able to compete in an international society. We know in too many places children emerge from public school ill prepared to face the world around them. We know in too many communities the state of education is not only inadequate, it is disgraceful. It is in a crisis, and this crisis demands action As we stand on the threshold of the 21st century, I see the 1990's as the time to move beyond public recognition of the problem to action. We need to redefine our goals for education - both social and academic. We need to focus on the future, recognize that solutions that were right yesterday may not be right today nor tomorrow. We need to embrace change and make it our friend. We need to understand that the importance of bringing about fundamental change in schools threatens our way of life - the very meaning of democracy. Our democracy requires cooperation, compromise, and tolerance among all citizens.

So what does that mean to you and me? School leadership - principals are key to bringing change about. While schools are a mirror of society and the present state of education is an indictment not only on schools but on society as a whole, that does not leave us as educational leaders "off the hook."

It is our inescapable responsibility to offer the notion that needs have outpaced our educational enterprise, to submit the evidence. Schools need help. It is up to educational leaders to seek the strengthening of ties between schools and all other sectors of our community - policy makers, business, government, families, religious institutions, higher education institutions, social service agencies. It is up to principals to model risk taking and create the catalyst that compels going beyond the status quo to try untested approaches. It is up to principals to build partnerships and alliances that are not superficial nor transitory with teacher unions,

political leaders, and the media as corporate citizens. As principals, we must engage in active self-scrutiny and self-criticism about our enterprise and how it might be done better. We need to redefine traditional rules, roles, and relationships within our schools. As principals, we need to seek political and financial support to recreate our schools. We need to challenge powerful symbols of status quo - Carnegie units, time vs. mastery, curriculum coverage vs. depth, the multimillion dollar textbook industry, multiple choice standardized testing vs. more costly, more effective measurement. We need to challenge union philosophy and administrative policies that treat everyone the same, compromising excellence, creating mediocrity. We need to end the inertia that exists within schools, the resistance to change at all costs, the cynicism. We need to foster an entrepreneurial spirit. We need to move forward even if movement threatens established practices. We must be up to the task - or our publics will find those who are. As principals, we must challenge every practice that doesn't focus on student needs and achievement outcomes. Our schools need to model lifelong learning, to teach students not only to answer questions but to question answers; our schools need to teach more than facts, but the application and analysis of facts. Our students need to know that textbooks are fallible, that experts disagree, that leading historians, scientists and literary critics continually argue over interpretation and meaning. We need to teach our students to think, to respect different points of view, to argue forcefully for their view, but to listen, learn from others, and have an open mind. We need our schools to teach young people how to translate ideas into how one actually conducts one's life. As a profession, we need to demand every teacher and administrator model that. Our schools need to resemble democracy because values of democratic citizenship are hard to teach in autocratic schools. And it is up to us as principals to ask the tough questions; to be tough on ourselves; to create the conditions where dreaming, sharing, and continual examination of our mission takes place. It is up to us to demand training and preparation be field oriented.

We face enormous challenges in the days and years ahead, but I believe the success of our nation is dependent on us. The absence of vision, a dreamless society, will result at best in maintenance of the status quo, or at worst the disintegration of our society because of lack of purpose and cohesion.

Principals are key to bringing change about.

I believe the principal is key in interpreting clues, forecasts and benchmarks that give direction to constructing a noble, credible, shared vision while paying attention to keep core values of our society alive and vital. I believe the principal is key in mobilizing potential in ourselves and others. I believe as a profession we must come to grips with the reality that what has been no longer can be. As a profession, we must create a culture that brings understanding, love, and acceptance of diversity among people. As a profession, we need to help our students celebrate individualism while also appreciating relationships that exist in our

world and the interdependent nature of the individual within the larger community.

As a profession, we need to move beyond discussion of alarming headlines to action in order to recapture our leadership and pride for the common good. We need as principals to develop and model our capacity for compassion, to dream of a better world, to rise above our prejudices, to respond to others needs with an open heart, motivated by love of life and love of our fellow man.

H.G. Wells writes, "Human history is becoming more and more a race between education and catastrophe." The 1990's will be an extraordinary time for education in Tennessee and throughout the nation. It is up to us avert the catastrophe by insuring our school commit minds to inquiry, hearts to compassion, and leadership to service. Millions of young people are counting on you and me.

Finally, I know these are unsettling times; but I believe deeply we make a difference. I want to close on an optimistic note with lines from my favorite Irish poet, O'Shaughnessy, dedicated to my fellow principals whom I know understand the enormity of our task:

"We're the music makers.
We're the dreamers of dreams.
We're the movers and shakers of the world,
Forever it seems." ■

Christine Johnson is Principal at Abraham Lincoln High School in Denver, Colorado.

A Tennessee Case Study: Eight Beginning Principals

by Frances C. Fowler & Cynthia M. Gettys

In its earliest years the current educational reform movement focused on ways to improve teaching. As a result, such new programs as teacher testing, state level evaluation programs, career ladder, and merit pay were proposed and, in some cases, implemented. In the last two or three years, however, the focus has shifted somewhat; researchers and policy makers have begun to call for the reform of school administration.

In light of such recommendations, it is striking that very little is known about what it is like to become a school administrator. Daresh (1988), a pioneer in the Danforth Foundation's innovative principal preparation program, found that virtually no research had been done on beginning administrators.

This research project was designed to lay a foundation for research on Tennessee based beginning principals. The researchers chose to use a qualitative methodology including observations and interviews to approach the problem. Once the research design was in place, they set out on the most difficult feat of the entire research project – locating eight first or second year principals who were willing to participate in the study, and who were also within easy driving distance of the researchers hometowns in East Tennessee.

Since participation in the case study meant being observed and interviewed, completing a questionnaire, and collecting artifacts, the researchers anticipated some reluctance. They were not surprised, then, to encounter hesitations immediately, and at the Central Office level. However, seven of the beginning principals exhibited little resistance themselves. One was reluctant and postponed the observation for close to six months.

The group of beginning principals involved in this case study consisted of eight first and second year principals. This group included seven females and one male; five were white and three were black; six were assigned to elementary schools and two to middle schools. Seven of the beginning principals had previously had administrative experience of some type; one had not. Pseudonyms for both the schools and the principals were developed and attached to all data; written communication was scanned for identifiers, which were obliterated. Everything possible has been done to protect the identity of the eight beginning principals that participated as subjects in this case study.

PREPARATION FOR EDUCATIONAL ADMINISTRATION

The search of the literature about principals (Maher, 1988) suggested that principals generally have a low opinion of their principal preparation programs. To see if this was true of the beginning principals involved in this case study, these principals were asked to fill out a questionnaire about their educational administration preparation. Conversation and the questionnaire revealed that all of the beginning principals had had numerous courses in administration. All were certified; three held doctorates. On the questionnaire, the principals rated their courses in administration as relatively "helpful."

Of all of the courses listed on the questionnaire, the most highly rated course was the internship, which was accorded the highest possible score by everyone who had been involved in an internship program during their educational administration program. Other high scoring courses–all scored above 4 on a 1-5 scale–were classes on supervision, communication, conflict

management, organizational theory, personnel, research, politics of education, school law, and leadership theory.

It was interesting to find that these beginning principals did not, for the most part, subscribe to the prevailing attitude toward educational administration programs which is described in the literature. It may be that these eight principals had not yet been thoroughly socialized by their peers so did not yet share their views on administration courses. If so, then this study lends some support to Wolcott's (1973) theory that principals' complaints about their training are ritualistic rather than substantive. Principals' attitudes toward their preparation programs need to be carefully studied. It may be that, faced with a difficult and often self-contradictory job, principals cope with that fact in part by projecting their dissatisfaction onto colleges and universities.

Being a beginning principal consists of a steady stream of interactions.

REFLECTIONS FROM THE INTERVIEWS

Becoming a principal is a difficult task, even for those who had already had several years of administrative experience. One principal described her first year in these words:

In order to keep a school going smoothly in the way it should be, it is an extremely difficult job... There are so many people that you have to take care of, or be responsible for. The buck truly does stop at the principal's desk.

And another–who had spent years in the Central Office and in other system wide positions–concurred: "It is challenging."

Through the interviews, observations, and documents a rather clear picture emerged of the nature of the challenges which a beginning principal faces. All but two principals commented specifically on the heavy weight of responsibility which they personally felt. In part, this responsibility weighs heavily because a principal is the ultimate decision maker in the school. For example, one new principal elaborated poignantly on this theme:

In terms of making decisions, the end result has many more options; the decisions impact on many more people and many more programs than they would simply from a teacher's one program viewpoint.

It is probably significant that the two principals who did not mention the burden of decision-making were the two middle school principals, both of whom had assistant principals working with them in their buildings.

Being a beginning principal consists of a steady stream of interactions. Another dimension of this heavy responsibility is the large number of people from diverse constituencies whom a principal must take into consideration at all times. An hour or two spent in a principal's office is most instructive in this regard. A steady stream of people arrive and depart: sick or misbehaving students, teachers with questions about a form or a test, parents wanting to enroll their children, custodians

wondering when they should cut the grass, system-wide consultants with concerns about the curriculum. Meanwhile, the telephone is ringing frequently; parents, Central Office administrators, and other principals are calling with problems, major or minor, which they must discuss with the man or woman in the front office.

Being a beginning principals means long working hours each day. Given their role as the ultimate decision maker who must balance the needs of multiple constituencies, all of the beginning principals felt that their new job placed greater time demands on them than regular classroom teaching had. Several commented that this fact had surprised them when they entered the principalship. The pressure of time, of work deadlines, was apparent even to an observer in a principal's office. Time measuring devices--clocks, calendars, and schedules--were not only visible, but were frequently checked and consulted.

Being a beginning principal means no predictable days.

The problem of time, and getting all of the work done on time, pervaded every interview. All of the new principals worked long hours. The most extreme case was one first year principal who described her situation in this way:

"The day usually begins at breakfast time, and even though we have teachers on breakfast duty, I'm usually here. So we begin the day. . . around ten of eight. [I call it a day at] 5:30 or 6:00. . .

"A lot of times I'm here until 8:00 p.m. . . and I'm here on Saturdays and Sundays . . . Preparing for faculty meetings, checking class assignments, things like that."

These beginning principals reported surprise at the enormous responsibility placed on their shoulders, and at the vast amount of time it took to perform their required tasks. They also described the necessity of adapting to a job which was extremely unpredictable and very different to control.

Being a beginning principal means no predictable days. Five of the eight principals responded spontaneously, in almost identical words, and often with laughter, when asked to describe a typical day. "There is no such thing as a typical day in the principalship." One went on to explain that she was unable, "from one day to the other [to] plan what my day is going to be like." Another, a principal in an elementary school in a lower socioeconomic area, provided poignant details of a typical day:

"Some days are calm and quiet. Some are just as nice as you could ever want anywhere. We have children come and read to us. . . Some days you want to run out of here screaming. Everything you can think of happens, and there's nothing typical, and there's no way--unless you watch the moon--there's no way to determine how one's day is going to be."

A third principal, the theorizer of the group, concluded: "It's a very disjointed type job. I find that you really can't put detailed attention to anything for a long time span. There're always other things [to do]. And I think that's the nature of the job."

Being a beginning principal demands political skills. Implicit in the comments and actions of all of the beginning principals and

explicit in those of two in particular, was the knowledge that success as a principal depends on one's political skills. One principal stated that no one should be placed in a principalship in a school system unless he or she had had previous administrative experience within that system. The reason was political:

"[A person who lacks administrative experience] doesn't know of all the politics down at the Central Office as related to the principal's office and the roles that the Central Office can play. When you are a classroom teacher, you don't know all the people at the Central Office much less what they do or how they react, or what their personality is, or whether or not they should be asked a question."

Other beginning principals seemed unable or unwilling to openly discuss concepts of power or politics, but is was obvious that, at some level, they too were aware of the need to build coalitions and to work consciously to advance their schools. For example, two principals were observed telephoning other principals in their school system. Although one of these appeared merely to be maintaining her network, the other used an already existing contact to plan a joint strategy for foiling a proposed Central Office innovation. A third principal contacted other administrators--both principals and Central Office personnel--a total of seventeen times during a two hour observation. These individuals seemed to be consciously working to build power and influence within the system.

Being a beginning principal demands political skills.

Two other principals addressed the issue of competition between principals in the system. One felt that she was disliked because she had succeeded in obtaining a great deal of positive publicity for her school, making other principals feel that she was trying to compete with them for favorable notice from the Central Office and from the community. The other principal felt that the principals of schools in wealthier areas looked down on inner-city schools and sought to obtain a disproportionate portion of the system's resources for themselves and their more affluent schools.

It seems, then that moving into a principalship brings an individual into the heart of a micro-political process through which power and resources are continually being allocated and conflicts are continually being allocated and conflicts are continually being resolved. Interestingly, only two of the subjects identified these issues as political; however, all of the beginning principals studied showed some awareness of the new principal's need to develop and use political skills.

CONCLUSIONS

It is apparent that the findings of this study strongly support the existing literature on the principalship. Even in their first two years on the job, these new principals had encountered most of the problems reported by their more experienced peers: the heavy weight of responsibility, the conflicting demands, the uncertainty, the long hours, and the steady stream of human interactions.

Thus, it would seem that most of the stresses inherent in the principalship surface early in a principal's career.

The problem of time constraints pervaded these beginning principals' interviews; yet it did not emerge as a major theme in the literature. It is possible that as principals adjust to their new role, they learn to manage their time more effectively or choose to limit their time commitment to the job. It is possible, too, that they simply accept the heavy time demands of the position and cease to perceive them as a problem. Future research on both beginning and experienced principals might seriously consider the issue of time and its management.

A theme which occurs in the literature but which did not surface here is that of powerlessness. It is possible that beginning principals believe that once they have mastered their job they will be able to fulfill all of its demands so do not yet perceive themselves as powerless.

It was interesting that only two of these beginning principals specifically discussed the conflict between management and instructional leadership. Given the fact that the importance of the principal's instructional leadership is a central theme in the school effectiveness literature, this conflict is probably a very serious one for many principals, both new and experienced.

The theme of isolation did emerge in this study but not in the way that was expected. These beginning principals did not seem isolated from their peers, apparently because of support systems implemented in their school districts. However, observations and the analysis of their calendars and mail did suggest they were relatively isolated from their teachers.

In conclusion, the researchers believe that school improvement depends not only upon the improvement of classroom teaching, but also upon the improvement of principals. After all, even brilliant and thoroughly prepared teachers are handicapped if they are assigned to schools in which the man or woman in the front office is unable to maintain discipline, keep the building clean, or obtain needed resources. Moreover, even brilliant and thoroughly prepared teachers benefit from good leadership and a positive school climate. It is essential, then, to understand the principalship thoroughly so that men and women can be effectively prepared for it. It may also be essential to understand the principalship so that the job can be modified to meet the demands of the 21st Century. To both endeavors, the understanding of the socialization to the principalship is crucial.

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The Principal in Tennessee's Schools: A Policy Statement

by Kenneth E. Nye

Effective school leadership is critically important as Tennessee implements changes required for schools of the 21st Century. Every school must have the best principal possible. Current efforts to ensure sufficient resources and to shift decision making closer to those who are working with children in the school and classroom underscore the point.

If Tennessee is to recruit and retain outstanding principals, action will be required to address four critical areas: (1) well focused preparation and induction programs, (2) opportunities to grow and develop professionally on the job, (3) adequate salary structures commensurate with the level of responsibility, and (4) authority and responsibility for accomplishing desired results. This policy addresses these areas by providing for the following improvements:

- Local school systems and institutions of higher education will collaborate in the preparation, induction, and professional development of principals.
- The licensing of individuals with a principal's endorsement will include two phases: beginning principal endorsement and professional principal endorsement.
- Individuals will attain professional principal endorsement either through beginning principal induction or an internship.
- An individual seeking endorsement as a principal must hold a professional teaching license and have had successful teaching experience.
- A statewide registry of licensed individuals with the principal's endorsement will be maintained by the state to assist local school systems in recruiting administrative personnel.
- All beginning principals who have not completed an internship will complete a two to three year professional development plan, and all principals will develop and complete an annual development plan for professional growth.
- Preparation, induction, and professional development programs will provide understanding of the concepts and processes related to shared decision making.
- The standards for preparation, licensure, professional development, and employment will be based on knowledge and skills needed by a principal for effective leadership and management.
- All school systems will provide a leadership development program for aspiring and current school administrators which may be developed and delivered in cooperation with other school systems.
- The state will provide funding to support incentives for the preparation and induction of highly qualified principal candidates and for improvements in the salary structure for principals.

THE PRINCIPAL'S ROLE

The principal is the primary leader of the school. The principal works under the general supervision of a local school system superintendent and is responsible for carrying out the policies and procedures established by the local board of education and the state. The principal also works as part of the local school system administration team in carrying out the established educational program and services for students.

The role of the principal will continue to change in the 1990's and beyond. This change has come about because of a number of factors affecting school operations including: (1) more systematic evaluation of faculty and staff, (2) more statewide reporting of student test scores by system and

school, (3) increased attention to changing social conditions for children and families, (4) more direct supervision of the instructional program by principals, and (5) increased use of technology in managing information and reporting.

The role of the principal and other issues addressed in this policy statement reflect anticipated additional changes in the way schools will operate. During the next decade Tennessee's schools will experience more autonomy in decision making. At the same time, schools will assume more responsibility for accomplishing desired results. The selection of faculty and staff will be increasingly centered at the school level and will focus on team building processes required for shared decision making.

Tennessee schools will use technology to enhance instruction.

During the next ten years, Tennessee schools will use technology to enhance instruction and to support staff development, management, and communication. Additionally, schools will use data and other feedback for school improvement. Schools will provide a more complex mix of educational programs and services. Local and state policies will encourage flexibility in scheduling of faculty and staff time and in use of the school building. Schools will also provide more individual faculty and staff development opportunities, both direct and brokered. At the same time there will be increased organization of the instructional program around the development needs of children and knowledge about various educational program options.

Schools will also engage, during the next decade, in more communication with and involvement of parents as partners. School administrators and faculty will participate more broadly in the community as advocates for children and youth. Business and industry will support and enhance the services and programs of the school.

While principals are responsible for the results of the school they administer, they also must tap the abilities of others in leading various aspects of the school. The principal involves faculty, staff, students, parents, and community leaders in school-based decision making to determine goals, operational objectives, and the methods to accomplish implementation of programs and services. Shared decision making is a process to achieve meaningful participation and can be a powerful tool to build consensus, develop a positive school culture, and accomplish school improvement. School-based decision making is a process for involving and empowering people to determine and accomplish desired results, thus ensuring commitment and follow through.

It is the responsibility of the principal to work in concert with the faculty, staff, students, parents, and community leaders in planning how the school will be accountable for the resources and programs under its control. Ultimately the principal is accountable for the decisions and results at the school and for overall leadership and management of the school facility, personnel, and students. The effectiveness of a principal depends on the development of

good communication and professional work relationships characterized by collegiality and mutual respect.

Understanding the principal's role as described above is essential in developing requirements and guidelines for licensure standards, preparation programs, professional development activities and any description of the specific duties of employment for a principal.

RECRUITMENT, SELECTION, AND EMPLOYMENT

A principal candidate must exhibit basic leadership qualities. Leadership qualities refer to the inclination and willingness to assume responsibility. These qualities must be addressed in any criteria for recruitment, selection, and employment of individuals as principals. A school leader should be visionary, creative, flexible, open to the ideas of others, ethical, well organized, willing to take risks, and able to make decisions and plan for change.

Local school systems and institutions of higher education must work together.

Each local school system must develop and implement a systematic process for identifying, developing, and evaluating principal candidates. In the identification and recruitment processes, school systems must give particular attention to issues of equity and access for minorities and women. The state will provide assistance to local school systems in developing and improving recruitment, selection, and employment procedures.

The State Department of Education will also establish a statewide registry of licensed candidates endorsed in school administration from which school systems may invite applications for principalship openings. The statewide registry will not preclude candidates not on the registry from being considered by local school systems, but will serve as a resource to assist local school systems in identifying the best candidates available.

PREPARATION, INDUCTION, AND PROFESSIONAL DEVELOPMENT

Beginning principals must be adequately prepared to assume the role and responsibilities of the position. A beginning principal must hold a professional teacher license, have successful teaching experience, and be endorsed as a beginning principal. The teacher license and teaching experience need not necessarily be in the same grade levels as the principal position. To be endorsed or employed as a beginning principal, a candidate must have completed at least a masters degree, including formal preparation in school administration, and have had a supervised, evaluated leadership and management experience in schools prior to assuming the full-time role of a principal.

The standards and procedures of local school systems, institutions of higher education, and state agencies must together accomplish the following: (1) identify

individuals who hold professional teacher licensure and who have leadership and management potential; (2) identify potential candidates at least one to two years in advance of assuming a principalship; (3) provide the best possible preparation, induction and professional development experiences; (4) provide support on the job to beginning principals; (5) use state approved preparation, assessment, and evaluation programs as a basis for licensure; and (6) require candidates to acquire the professional principal endorsement based upon performance during their first few years of employment.

Local school systems and institutions of higher education must work together to identify and recruit highly qualified potential candidates. The state will provide funding to support incentives for the preparation and induction of highly qualified potential candidates, for improvements in the salary structure for principals, and for assessment processes which assist potential candidates, local school systems, and institutions of higher education in the identification and selection of candidates.

LICENSURE

Beginning Principal Endorsement

There are two routes for candidates to attain endorsement as a beginning principal. The first route to the beginning principal endorsement involves the completion of an approved graduate level program in school administration and a graduate degree. The beginning principal endorsement will enable an individual to seek employment as a principal and will be valid for a period of up to three years once an individual is employed as a principal. Candidates for initial endorsement must be recommended to the state by an institution of higher education with an approved preparation and induction program. The approved program must address the major responsibilities and the knowledge and skills required of a principal and also provide opportunities for curriculum leadership specialization in one or more school levels (i.e. pre-K-3, K-6, 5-8, 7-12). Candidates for initial endorsement and employment as a principal must also have had an evaluated, supervised leadership and management experience in schools.

Employment of a beginning principal requires the local school system to have an approved professional development collaboration program. The collaboration program must provide the new principal with an individualized professional development plan over a period of two to three years and involve a mentor principal and supervised assistance from the institution of higher education. The plan must provide for specialization in the level of school at which the principal is employed and may or may not involve additional formal study and course work.

The second route to the beginning principal endorsement involves the completion of a graduate degree and approved program in school administration through an approved partnership program between a local school system and an institution of higher education. The partnership program must include a full time, year long internship with at least one full semester spent with a mentor principal in a school setting. Upon successful completion of the program, the candidate will be jointly recommended by the local school system and the institution of higher education for endorsement as a beginning principal.

Professional Principal Endorsement

There are also two routes for beginning principals to attain endorsement as a professional principal. The first route to the professional principal endorsement involves

candidates who completed, prior to employment as a beginning principal, the first route to the beginning principal endorsement or who currently hold a valid school administration endorsement under previous state licensure policies and standards. At the end of the second year, and no later than the end of the third year of employment, the principal must successfully complete the local evaluation and any required state examinations, assessments, and evaluations of performance and be jointly recommended by the local school system and institution of higher education for the professional principal endorsement. The professional principal endorsement will also indicate, for information purposes, the level of school specialization. A graduate degree in school administration is also required for the professional principal endorsement. The individualized professional development plan for beginning principals will include any formal study and course work necessary to complete a graduate degree in school administration for those principals who did not acquire this degree during their preparation for employment as a beginning principal.

The second route to the professional principal endorsement involves candidates who completed the second route to the beginning principal endorsement, including the full time, year long internship, prior to employment as a beginning principal. Following one year of employment, the beginning principal may be recommended by the local school system for the professional principal endorsement based upon successful completion of the local evaluation and any required state examinations, assessments, and evaluations. The local school system must make a recommendation no later than the end of the second year of employment.

APPROVAL OF PREPARATION AND INDUCTION PROGRAMS

Preparation and induction programs which lead to beginning and professional principal endorsement must be submitted to the State Department of Education for review and recommendation of approval to the State Board of Education. The programs must have the recommendation of an independent team of evaluators under the state's procedures for approval of teacher education institutions and programs. Both routes to beginning and professional principal endorsement require State Board of Education approval of preparation and induction programs. Either one or both routes may be used by local school systems to meet the requirements for professional development of beginning principals.

Institutions of higher education offering preparation programs must seek approval of both a development collaboration program which both supports a local school system(s) and which leads individual candidates who are employed as beginning principals to the professional principal endorsement. Institutions of higher education may choose, instead, to jointly develop with the local school system(s) a partnership program which provides for both levels of endorsement. In either case, institutions must provide programs for both levels of endorsement which are approved by the State Board of Education.

Each local school system must seek approval, through the school approval process administered by the State Department of Education, of either a professional development collaboration program or a partnership program with one or more institutions. All new beginning principals, beginning with the 1992-93 school year, must have completed a year-long internship prior to employment or must complete a

professional development program during the first two to three years following employment. The local school system superintendent and the principal candidate will jointly determine the institution(s) from which they will seek assistance.

ASSESSMENT AND EVALUATION OF PERFORMANCE

Principals must develop and implement an annual performance assessment based upon the needs of the particular school, community, and students of the school they administer. The assessment must be planned and conducted with the concurrence of the school system superintendent. The annual assessment must demonstrate high performance and/or progress for the principal and school in at least the following areas and should provide additional information to be used in developing and updating the principal's personal annual development plan:

Student achievement
Attitude/Morale of faculty and staff
Drop-Out rates of students
Vandalism rates (safety of environment)
Status of school facilities (function and cleanliness)
Student and teacher attendance
Parent involvement
Community reputation of school
Program improvements and innovations
Faculty and staff development
Personal professional development
Audit findings (program and financial)
Equity issues (employment and student achievement)

Principals are expected to grow in their abilities to lead.

ANNUAL DEVELOPMENT PLANS

Principals are expected to grow in their abilities to lead and manage schools effectively. Both those individuals seeking and those holding principal positions must demonstrate a personal commitment to continued learning for themselves as well as the faculty, staff, and students they supervise. Principals must establish, in concurrence with their school system superintendent, an annual plan for personal professional development which will engage them in systematic, meaningful learning experiences contributing to improved leadership and management of schools. When principals change levels of schools they will focus their annual development plan on curriculum leadership specialization at that level of school.

Local school systems must seek opportunities to cooperate with each other in developing and implementing local school system leadership development programs. Collaborative efforts among local school systems, institutions of higher education, professional organizations, business and industry, and state agencies will provide additional professional development activities from which individual school systems and principals can choose in developing plans.

The State Department of Education will develop a long range plan of professional development activities to be provided or brokered by the state. The plan will provide, to the greatest extent possible, a

comprehensive set of learning opportunities each year from which individual school systems and principals can select in developing their individual plans.

ACTIONS REQUIRED TO IMPLEMENT THE POLICY

Local school systems, institutions of higher education, professional organizations, business and industry, and state agencies each must respond to the new requirements to prepare, employ, and develop principals for Tennessee's public schools. The following actions are required to support and implement this policy:

Local School Systems

- establish criteria and processes for recruitment, selection, and assessment of candidates
- support the annual assessment and development plans of each principal
- develop and support local school system leadership development programs for aspiring and current school administrators
- work collaboratively with institutions of higher education, professional organizations, business and industry, and state agencies in the preparation, induction, and professional development of beginning principals and employed principals

Institutions of Higher Education

- assist local school systems in the recruitment, selection, and assessment of candidates
- provide basic preparation in school leadership and management for initial and professional principal licensure
- work collaboratively with local school systems in the preparation, induction, and professional development of beginning principals
- work collaboratively with local school systems, professional organizations, business and industry, and state agencies in providing professional development programs for employed principals

Professional Organizations

- promote professional standards of conduct and ethics which support effective school leaders
- assist local school systems and the state in promoting educational excellence and recognizing effective school leaders
- provide professional support and development opportunities for beginning and experienced principals
- work collaboratively with local school systems, institutions of higher education, business and industry, and state agencies in providing professional development programs for employed principals

Each must respond to the new requirements to prepare, employ, and develop principals.

Business and Industry

- provide opportunities to share leadership development and management training activities with local school systems and principals
- assist principals in developing awareness of community resources

- provide individual principals with short term experiences in leadership and management within business and industry
- work collaboratively with local school systems, institutions of higher education, professional organizations, and state agencies in providing resources for preparation, induction, and professional development of principals

State Agencies

- develop licensure standards and approve preparation and induction programs
- define assessment and evaluation criteria and processes
- develop and fund statewide professional development opportunities
- assist local school systems in establishing criteria and processes for recruitment, selection, and assessment; and in developing and supporting local school system leadership development programs
- work collaboratively with local school systems, institutions of higher education, professional organizations, and business and industry in utilizing available resources and programs for preparation, induction, and professional development of principals

A MODEL JOB DESCRIPTION FOR TENNESSEE'S PRINCIPALS

General Role Serve as primary leader of the school which he or she administers. Work under the general supervision of the local school system superintendent. Carry out the policies and procedures established by the local board of education and the state. Involve faculty, staff, students, parents, and community leaders in school-based decision making to ensure that students at the school are educated and socialized for effective participation in the world today and tomorrow.

Major Responsibilities

- Communicate a clear vision of the school's mission and high expectations for faculty, staff, and students
- Develop partnerships with parents and the community to implement the school's mission
- Ensure the establishment of shared goals and operational objectives for the school's programs and services and promote their accomplishment
- Select faculty and other personnel working at the school by considering input from faculty and parents, and then make a recommendation for selection
- Promote the development of knowledge, skills, and motivation of all faculty and other personnel at the school
- Assess needs and evaluate progress of the school and its faculty, staff, students, parents, and community
- Oversee the planning, implementation, and continuing development of the curriculum and instruction at the school
- Know and enforce the mandates of the local school system, the state, and the federal government, and adhere to high ethical and professional standards
- Obtain, manage, and allocate financial and material resources, including the maintenance of the school facility

Annual Performance Assessment and Development Plan An annual assessment must be planned and conducted with the concurrence of the local school system superintendent. The annual assessment must demonstrate high performance and/or progress for the principal and school in at least the performance areas identified by state policies.

An annual development plan which uses information from the annual performance assessment must be established with the concurrence of the school system superintendent. The annual plan must provide for personal professional

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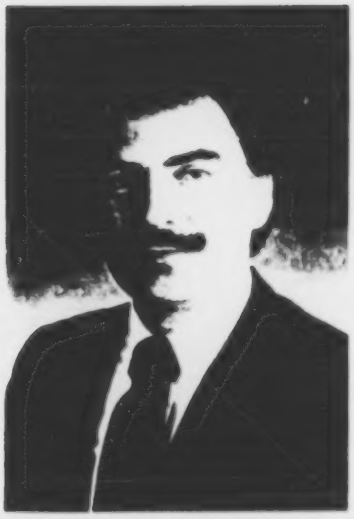
development involving systematic, meaningful learning experiences contributing to improved leadership and management of the school.

KNOWLEDGE AND SKILLS REQUIRED OF TENNESSEE PRINCIPALS

The following abilities are related to the job description for Tennessee's principals and must be addressed in conjunction with the major responsibilities of principals in the preparation and professional development of principals.

- Develop and maintain an orderly school climate, including student discipline
- Develop and maintain an orderly staff organization
- Plan and organize education programs, services, schedules, and resources
- Set program goals and operational objectives in conjunction with others, and account for results
- Involve faculty, staff, students, parents, and community leaders in decision making
- Communicate with a. ' listen to individuals and groups
- See the big picture, describe a vision, and determine strategic goals and objectives
- Utilize an adaptive leadership style to organize, coordinate, delegate, and monitor specific activities of the school
- Work productively in an organization, and contribute to other levels in the organization and system of education
- Secure community resources and gain community support for schools
- Assess community expectations and needs, and maintain public relations
- Foster cooperation and partnerships with parents and the community
- Develop community connections needed for school programs and services
- Involve parents in their children's educational program
- Diagnose student, faculty, staff, and school needs
- Set high, attainable expectations for the school, students, faculty, and staff
- Serve as role model for students, faculty, staff, and parents
- Demonstrate and evaluate the teaching/learning process
- Assess needs and outcomes in the learning process
- Recruit, select, supervise, develop, and evaluate faculty and staff
- Mentor faculty and potential school administrators
- Maintain personal professional growth
- Arbitrate conflicts and deal with pressure situations
- Utilize technology for management, communication, and learning
- Manage human and other resources, including finances and school facilities
- Implement good business practices
- Gather, analyze, and use information for evaluation and problem solving
- Maintain a school facility and organize support services ■

The preceding policy statement is the preliminary recommendation of the Task Force on Preparation, Employment, and Professional Development of Principals convened by the Tennessee Board of Education.



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Principals & Assistant Principals: The Current Work Force, Supply & Demand

by Karen H. Weeks

This report, prepared for the Invitational Symposium on Recruitment, Selection, and Retention of Principals held on May 8 and 9, 1990, is designed to present data on what is known about the current and prospective work force of principals and assistant principals. The report does not include an analysis of all issues related to supply and demand, nor does it address qualitative issues such as the quality of preparation of current principals, the length of time that elapses between preparation and actual attainment of a job as principal or assistant principal, or what portion of those who hold an endorsement in administration/supervision are actually seeking a job as principal or assistant principal.

Moreover, the report does not offer recommendations. Fashioning recommendations will be the job of the Task Force to be appointed by the State Board of Education.

The data in this report on the current work force are drawn from the State Department of Education distribution files and certification files. Data on graduates in administration/supervision are from the Tennessee Higher Education Commission as reported by the institutions.

HIGHLIGHTS OF THE REPORT

- In 1988-89 there were 1,561 principals and 776 assistant principals in public schools in Tennessee.
- In 1988-89, females represented 23.9% of employed principals, 26.6% of employed assistant principals, 39.4% of new hires as principals, and 57.6% of employed educators holding the endorsement but not employed in an administrative position.
- In the same year, blacks represented 11.5% of employed principals, 19.9% of employed assistant principals, 8.7% of new hires as principals, and 15.7% of the employed educators holding the endorsement but not serving as an administrator.
- In 1988-89, the average number of years of experience for principals was 22 years, for assistant principals was 20 years, and for new hires as principals was 16 years.
- The average number of years of experience for persons leaving the principalship over the last three years was 22 years.
- In 1988-89, 35% of principals and 23% of assistant principals had more than 25 years of experience.
- Among principals and assistant principals, 53% hold a Masters plus 30 hours or a higher degree.
- The average number of new principals hired each year over the last three years was 136. This represents approximately 8.7% of the total number of principals (1,561) employed in 1988-89.
- There were 5,766 educators employed in Tennessee in 1988-89 who held an administration/supervision endorsement who were not employed as an administrator (principal, assistant principal, supervisor, or superintendent).
- In 1988-89, public institutions of higher education awarded 336 Masters degrees in administration/super-vision, and private institutions awarded 273 Masters degrees. Additional persons, who already held a Masters degree, attained an endorsement in administration/supervision.

CHARACTERISTICS OF THE CURRENT WORK FORCE

Demographic Data - Principals

			White		Black		
		Unknown	Male	Female	Male	Female	Total
1985-86	#	43	1111	278	125	54	1611
	%	2.7	69.0	17.3	7.8	3.4	
1988-89	#	46	1042	293	100	80	1561
	%	3.0	66.8	18.8	6.4	5.1	

Demographic Data - Assistant Principals

			White		Black		
		Unknown	Male	Female	Male	Female	Total
1986-87	#	28	392	114	85	53	672
	%	4.2	58.3	17.0	12.7	7.9	
1988-89	#	38	440	144	92	62	776
	%	4.9	56.7	18.6	11.9	8.0	

Years of Experience: Principals 1988-89

	#	%
0-10	69	4.4
11-15	198	12.7
16-20	388	24.9
21-25	361	23.1
26-30	262	16.8
31-36	196	12.6
Over 35	87	5.6
Total	1561	

Average years of experience - 22 years

Yrs Experience: Assistant Principals 1988-89

	#	%
0-10	49	6.3
11-15	129	16.6
16-20	232	29.9
21-25	187	24.1
26-30	109	14.0
31-36	56	7.2
Over 35	14	1.8
Total	776	

Average years of experience - 20 years

Although assistant principals are not required to hold an endorsement in administration/supervision, 690 out of 776 (88.9%) do hold the endorsement. The education level of principals and assistant principals is as follows:

	Principals	Asst Principals
Bachelors	3.4%	5.0%
Masters	43.6%	42.5%
Masters + 30	35.3%	38.4%
Ed. Specialist	11.0%	8.4%
Doctorate	6.7%	5.7%

Most of the principals (86.3%) and assistant principals (87.2%) obtained their highest degree at an institution of higher education in Tennessee.

DEMAND

Turnover[1]

	#	%	Avg Yrs Experience
1985-86	129	8.0	19
1986-87	181	10.9	24
1987-88	147	9.3	23

New Hires[2]

	#	%	Avg Yrs Experience
1986-87	170	10.3	16
1987-88	110	7.0	16
1988-89	127	8.1	16

1 Individuals employed as principals in Tennessee in a given year but not employed as principals in Tennessee the following year.

2 Individual employed as principals in Tennessee in a given year who were not employed as principals in Tennessee the previous year.

New Hires - Demographic Data

			White		Black		
		Unknown	Male	Female	Male	Female	Total
1988-89	#	5	68	43	4	7	127
	%	3.9	53.5	33.9	3.2	5.5	

SUPPLY

Educators employed in Tennessee who have administration/supervision endorsement but who are not employed as an administrator (i.e. principal, assistant principal, supervisor or superintendent)

			White		Black		
		Unknown	Male	Female	Male	Female	Total
1988-89	#	203	2074	2587	171	731	5766
	%	3.5	36.0	44.9	3.07	12.7	

There are an additional 3726 persons on the State Department of Education certification files who have the administrator/supervisor endorsement who are not employed in public schools in Tennessee.

Graduates from public institutions in administration/supervision. (Not all of these persons are seeking initial endorsement as an administrator.)

Public Institutions

	85-86	86-87	87-88	88-89
Masters	312	274	336	336
Specialist	61	62	54	66
Doctorate	40	42	32	30
Total	413	378	422	432
Number of Institutions	9	9	9	9

Data for 1986-87 include all graduates, both those seeking initial certification and those already holding certification and adding endorsement.

Data for 1987-88 and 1988-89 include only those seeking an initial endorsement in administration.

Private Institutions

	86-87	87-88	88-89
Masters	124	105	273
Specialist	0	0	0
Doctorate	7	4	4
No Degree	0	8	16
Total	378	422	432
Number of Institutions	2	3	2

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National & State Goals for Education: The Role of School Leaders

by William L. Lepley

Whether at the building, district, state, or national level, the goal-setting process provides clear signals of direction and priorities for our efforts in education. School leaders not only help to shape those goals, but are then largely responsible for achieving the goals. Goals allow us as school leaders to mobilize people and ideas into action and to reallocate and add resources to accomplish the goals.

SIX NATIONAL EDUCATION GOALS

Six national education goals were deemed critical national needs by President Bush and the nation's governors. We can assume they are likely of some local significance to all school leaders. The national goals are:

- By the year 2000, all children in America will start school ready to learn.
- By the year 2000, the high school graduation rate will increase to at least 90 percent.
- By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.
- By the year 2000, U.S. students will be first in the world in mathematics and science achievement.
- By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to complete in a global economy and exercise the rights and responsibilities of citizenship.
- By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

THE NEXT STEP

The national goals are not intended to be used in isolation. States and local school districts must set individual goals based on local and regional needs. The next steps include: developing state and local collaboration and ownership strategies; developing multiple new assessments to support student and system goals; building the capacity of both institutions and individuals to accomplish the goals; developing reliable management information systems to provide information on which to leverage change; creating a rewards system that encourages the necessary risks; and establishing new roles for state departments of education as enablers.

The responses to the national goals and the state and local levels are varied. Each governor and state is prioritizing the goals and taking necessary steps to achieve them. In addition, the National Business Roundtable has made a 10-year commitment of personnel, time and resources to help the states reach the national goals. Amoco Corporation has adopted Iowa schools as part of this effort.

THE ROLE OF SCHOOL LEADERS

School leaders have the most underestimated and underappreciated role in school reform. School leaders are gate-keepers of change, information brokers, enablers, and moral and inspirational leaders. School leaders must provide the guiding principles that bring focus and direction to the community and school; allow existing resources to be reallocated over time; cultivate new resources to support goals;

build strategies for accomplishing goals; and build capacity of staff and community.

CONCERNS

President Bush and the nation's governors have shown their commitment to improving education through the national goal-setting process. Both national and local business leaders have pledged themselves and their resources to improve the system. Many educators are ready to change their way of doing business to fit 21st century society. These factors converge to form an unparalleled opportunity that we cannot afford to miss. My major concerns are:

- Can we develop a fair national assessment of student progress?
- Can we place goals ahead of initial demand for more money?
- Will all of this be an excuse for not placing necessary resources in schools?
- Will this be a catalyst for fairness in individual states' commitment to equity of funding across districts?
- How will the capacity building and equity issues affect states like Iowa who may find significant growth difficult?

CONCLUSION

The most effective schools in terms of student achievement, student success and student satisfaction are those with strong, creative principals who take risks and work with their school staff teams. Good leaders are problem finders. We must identify problems to elevate higher levels of performance. My position is that we must either constantly improve or we will decline. I believe the role of you and me as school leaders is to constantly challenge and push the system to a higher level of expectation for what all students are capable of learning. ■

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National Picture: Preparation & Certification of Principals (An Outline)

by Scott D. Thomson

I. Introduction: Much Thunder but Little Rain!

II. National Activity

- A. National Policy Board for Educational Administration
- B. National Commission on Professional Standards for the Principalship
- C. Education Commission of States
- D. National Association of Elementary School Principals
- E. AASA Guidelines, Florida, Wisconsin, etc.
- F. Leadership Centers: Illinois/Michigan State and Howard/Vanderbilt/Chicago
- G. Southern Regional Education Board

III. Trends in Curriculum and Delivery Systems

- A. Leadership Skills
- B. Process Skills
- C. Practicum, Internships, Field Based
- D. Technology
- E. Learning Environment, Climate
- F. Assessment Profiles
- G. School/College Collaboration

IV. Issues in Certification

- A. State Licensure
- B. National Certification
- C. Prerequisites
- D. Performance Standards
- E. Assessment Processes, Instruments

Scott D. Thomson is the Executive Secretary of the National Policy Board for Educational Administration in Fairfax, Virginia.

Developing Leaders for Tomorrow's Schools

by Philip Hallinger & Joseph Murphy

I sense that educational administration as a field is at a delicately critical phase. In fact, there is a rumbling in the clouds above us – they are no longer merely on the horizon – which could in fact blow the whole of educational administration apart, for both practitioners and scholars in the field.[1]

Is this an overly dramatic portrayal of the state of American educational leadership? We think not. As with the education sector more generally, the field of educational administration is on the threshold of change. The question is not whether, but how and when changes will take place in both the role of school administrators and in the system of administrative preparation and development.

Given this assumption, we examine the current system of principal preparation and development and seek to determine if it is equipped to fulfill its function of preparing school leaders for tomorrow's schools. In addressing this issue, we first provide a brief status report on the state of pre-service preparation and in-service development for school leaders. Then we suggest potential avenues for action.

PRE-SERVICE TRAINING

As noted above, after some day, the educational reform spotlight has recently been focused on school administration, especially the preparation and development of principals. The primary delivery vessel–university programs of educational administration–has been found to be badly tarnished. There is evidence of significant problems in almost every phase of pre-service preparation programs–from the recruitment of students to the way they are certified for employment. In this section we outline the most important of these problems.[2]

RECRUITMENT AND SELECTION

By and large, prospective principals are self-selected. There are few leader recruitment programs and procedures used to make selections have been found to be less than systematic. Program admission standards are notoriously lax, set so that almost everyone who wants to prepare for the principalship is able to do so. Not surprisingly, the quality of applicants is quite low–91st out of 94 intended majors listed on the Graduate Record Examination (GRE) form. Achilles has reported that educational administration students not only score poorly on tests of academic ability but also tend to be politically conservative and averse to risk taking.[3] It should come as no surprise to discover that the current haphazard recruitment and selection procedures have failed to secure anything close to the number of minority principals needed to lead the increasingly racially-diverse schools in this country.

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1 Beare, H. (1989, September). Educational administration in the 1990's. Paper presented at the National Conference of the Australian Council for Educational Administration, Armidale, New South Wales, Australia, p. 3.

2 See Murphy, J. The reform of school administration: Pressures and calls for change. In J. Murphy (Ed.), Reform of American public education in the 1980's: Perspective and cases. Berkeley: McCutchan, 1990.

3 Achilles, C. (1984, Fall). Forecast: Stormy weather ahead in educational administration. Issues in Education, 2, 127-135.

TRAINING CONTENT

There is a widespread belief that preparation programs lack coherence, rigor, and standards and the principals who complete these programs are ill-prepared to effectively assume their duties. Continua of skills and understandings are difficult to discern in many of these programs. Rather, preparation programs are often packages of unrelated courses that, not surprisingly, fail to reveal any overarching design or consistent purpose -- a situation we earlier labeled "curriculum debris."[4]

A micro-level analysis of training content reveals an equally disheartening picture. Program content in educational administration programs does not reflect the realities of the principal's work place and work life. When the entire fabric of preparation is examined, one is hard pressed to see many threads that can be labeled as practice-related or problem-based. In addition, when courses are unpacked, one finds that remarkably little attention is devoted to the manner in which administrators influence organizational processes and outcomes, or to the technical core issues of schooling -- curriculum, and instruction.

DELIVERY SYSTEM

The overarching system used to organize and deliver pre-service activities for principals is a design in failure. Faced with the option of connecting themselves with the field and developing preparation programs based on the needs and interests of practitioners or of aligning themselves with the culture and norms of the university, professors in educational administration selected the later course of action. As a consequence, preparation programs were constructed using arts and science blueprints rather than professional school models. The social science/theory movement in education that became the paradigm for preparation programs starting in the early 1960s exacerbated this situation. So did the development of a cadre of professors who were only distally connected to their counterparts in the field and often unfamiliar with and uninterested in problems of practice. Thus, both program content and the methods used to convey it are de-coupled from the realities principals confront on the job. As Carver has correctly deduced, this "absence of any meaningful coupling between the training arm and the employing agents" is the point in the fabric of educational leadership where the threads are the weakest.[5]

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[4] Murphy, J., Hill, T., & Walker, A. (1987, July-August). Academic Drift and Curriculum Debris: Analysis of High School Coursetaking Patterns and its Implications for Local Policymakers, Transcripts, Journal of Curriculum Studies, 341-360.

[5] Carver, F. (1988, June). The evaluation of the study of educational administration. Paper presented at the EAAA Allerton House Conference, University of Illinois at Urbana-Champaign.

Instruction in many principal preparation programs leaves much to be desired. A general lack of attention to effective teaching techniques is compounded by an absence of varied instructional approaches and models. Lecture and discussion continues to be overwhelmingly the instructional mode of preference across the spectrum of classes in principal service programs. In addition, in most programs, one is hard pressed to see evidence of any systematic application of principles of adult learning. Clinical experiences are also notoriously weak – poorly organized, virtually unsupervised, poorly connected to the meaningful work of practitioners, and de-coupled from other components of preparation programs.[6]

Problems with low, non-existent, unenforced, and inappropriate standards plague many aspects of pre-service preparation programs for principals. We have already reported on the relative absence of standards for selection into these programs. We noted that when evaluated against the standard of coherence, programs are often found to be wanting. The same conclusion can be drawn about the rigor and appropriateness of program content. Performance criteria in these programs are also particularly slippery, functioning more as symbolic rituals than entry gates to more advanced work. Not unexpectedly, few students who enter certification programs fail to finish their programs for academic reasons.

The absence of meaningful standards compounds problems observed in the school administration curriculum, methods of classroom instruction, and the clinical experiences intended to prepare future leaders. Consequently, trainees adequately prepared to assume roles of educational leadership are clearly the exception rather than the rule. Our critics may counter that this is an unfair indictment since no program of management training in any field has demonstrated the ability to fully prepare novices for leadership in the field. In response we would suggest that the current system is operating at far from satisfactory levels of performance, even given the low expectations that have characterized the field of educational administration. In the next section, we examine the system of professional development that inducts new administrators and enables them to further develop and refine the skills and understandings needed to succeed as school leaders over the course of their careers.

Programs are often unrelated courses that fail to reveal any consistent purpose.

IN-SERVICE TRAINING

Prior to 1980, in-service opportunities for school administrators were haphazard,

[6] Erlandson, D. (1979, Fall). Language, experience, and administrator preparation. Planning and Changing, 10(3), 150-156.

underfunded, lacking in a viable knowledge base, and limited in both scope and content.[7] In a perverse expression of the American educational culture, there was no widely held expectation that professional development was in the job description of those responsible for leading our schools. Professional development is often viewed as a luxury, not a necessity, for leaders in many school districts. The absence of entry level norms supporting professional growth has been reinforced by an administrative culture which promotes a pull yourself up by the bootstraps attitude. This has resulted in the predominance of a deficit model of staff development in which programs are designed to remediate problems, rather than contribute to ongoing growth.[8]

During the 1980s the field of administrator staff development underwent an unprecedented expansion. Individual principals, regional groups, and professional organizations began demanding greater support for efforts to develop on-the-job. In this section, we review emerging trends in in-service development over the past decade.

RECRUITMENT AND INDUCTION

Opportunities, and to lesser degree, expectations for administrator development have increased in many parts of the country. In some locales, beginning administrators now have support systems to assist the transition to positions of leadership. Unfortunately, this is not true everywhere; sink or swim remains the norm in too many school districts. As with teachers, concern for the professional induction of school administrators -- principals, assistant principals, and superintendents -- should be high on any agenda for reform. Positive induction experiences are critical to the development of attitudes, skills, and professional norms which support both current and future growth.[9]

Patterns of recruitment or participation in professional development programs are uneven, related to the idiosyncrasies of the geographic locale, and dependent upon the guidelines of sponsoring agencies. Grass roots agencies (i.e., locally sponsored development centers) often emphasize voluntary participation in the belief this promotes more effective learning among adults. Participants in such centers typically exercise considerable control over the program content which is geared to locally perceived needs. Participants attend programs based upon their interest in the specific content and their general motivation to develop professionally. This model appears to work well with highly motivated individuals and in those areas where local norms support professional growth.

Mandatory participation in administrative staff development has become more common over the past decade. Many states (e.g., Texas, North Carolina, Maine, Tennessee, California) now require

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7 Wimpelberg, R. (In press). The in-service development of principals: A new movement, its characteristics, and future. In P. Thurston & L. Lotto (Eds.), Advances in educational administration, Vol. I, Greenwich, CT: JAI Press.

8 Barth, R. (1986, December). Of sheep and goats and school reform. Phi Delta Kappan, 293-296; Levine et al., 1987.

9 Hallinger, P. & Greenblatt, R. (1988, April). Principals' pursuit of professional growth: The influence of personal beliefs, experience and work context. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

practicing administrators to complete a certain number of in-service courses in administration over a period of years. In some cases, the courses are left to the discretion of the individual and may be completed through a variety of means. In other cases, states have mandated administrator participation in staff development programs designed specifically by the state education agency to promote administrator competence in selected domains of practice (e.g., Illinois, Texas, South Carolina, West Virginia).

Anecdotal reports and opinion surveys suggest that administrators generally feel that these in-service experiences, whether state or locally sponsored, voluntary or mandatory, are worthwhile. Administrators report a reduction of isolation from peers, increased knowledge about the field, and in some cases, gains in skills. Little systematic evaluation has been conducted, however, to determine: 1) who attends these programs, 2) the nature of the curriculum and instruction provided, or 3) the impact of training and development experiences on administrator beliefs, knowledge, skill development, implementation of training content, or school related outcomes.[10]

TRAINING CONTENT

Whereas the pre-service curriculum has been frozen in a rigid system of state requirements and misshapen by the norms of the university culture, the in-service curriculum in school leadership is quite varied in approach and moderately connected to the needs of clients. A number of state education departments derive staff development goals and related curricula for administrators directly from reform legislation (e.g., West Virginia, South Carolina, Mississippi, Illinois, Illinois, California, Texas). The approved curriculum is then disseminated to administrators throughout the state via central and/or regional leadership academies. Such curricula strive for high levels of coherence and tend to be linked explicitly to research on principal and school effects. While on the surface, these programs appear to be improvements over much of the pre-service curricula, we know little about their true effectiveness.

Other governance models address a greater diversity of goals and incorporate a wider variety of curricular approaches. For example, from 1985 to 1989 New York State provided funding for principals' centers using a decentralized model. Under this model, regional centers identify local needs, define program goals and develop/select their own curricula. Other examples include in-service programs sponsored by intermediate agencies, universities, professional associations and larger school districts. These programs tend to be market-driven and represent a set of curricular alternatives to the state workshops.

The increased diversity of curricular and instructional approaches used in in-service programs is to be applauded, as is the focus on school-based problems of concern to principals. Other developments are less positive. For example, we find centralized, mandated approaches to staff development pragmatic but short-sighted. This "one best model" of leadership training is based on an optimistic, though simplistic, faith in the existence of a clearly defined, scientifically validated knowledge base for school leadership. Unfortunately, the knowledge about leadership contained in the state sponsored curricula does not always transfer well across a wide variety of school

[10] Wildman, L. (1989). Where will LEAD lead? Educational Policy, 3, 275-287.

organizations and often sacrifices contextual sensitivities in order to achieve standardization for a broad audience. We find that graduates can often recite the characteristics of effective schools, but remain unconvinced of their applicability and unsure how to implement them.

Some of the same criticisms may be leveled at the locally governed "alternative" programs. Many of these eschew the accountability driven impetus of state reform and embrace individually oriented goals and curricula. Not surprisingly, resources tend to concentrated in services to clients, rather than on the evaluation of program outcomes. Regardless, the absence of any evaluation data related to these programs is also troubling. Thus, the promise of the new practitioner-oriented curricular approaches (state or local) cannot be confirmed in fact, despite the broad based support for these programs.

Centralized, mandated approaches to staff development pragmatic but short-sighted.

DELIVERY SYSTEM

A wider variety of organizations have entered the training and development arena. Traditionally, administrative training was the domain of universities and school districts. Today, intermediate service agencies, research and development centers, professional associations, and state education departments are the most visible providers of training and development services to school leaders.

A notable trend emerging from the increased diversity of providers is the greater involvement of administrators in program governance and planning. Although governance structures vary widely among centers, administrators are less frequently viewed as passive recipients. Many, though certainly not all, staff development programs now seek the active participation of practicing administrators in defining needs, planning programs, delivering instruction, and providing coaching and support. This feature contrasts sharply with pre-service preparation programs which generally limit the involvement of practitioners in program development and implementation.

The impact of this involvement is profound. Instructional approaches reflect an orientation to the work world of administrators and are often delivered by practitioners. Content connections to practice have been strengthened through the use of a wider variety of instructional methods, particularly ones that actively involve the participants and which draw upon the knowledge base gained through administrative practice (e.g., simulations, case studies, peer observation and feedback).

The increased involvement of administrators in governance, program planning, and instructional delivery are positive developments. However, our conversations with principals and in-service providers and a perusal of program documents lead to a troubling observation. We seldom find organizational structures and training processes designed to support implementation of new knowledge and skills

structured into development programs or district operations. Thus, the institutionalization of coaching, mentorships for new and experienced principals, cross-school visitation with feedback, and setting of professional development goals typically remain dependent upon individual initiative.

AVENUES FOR ACTION

Principal Preparation A number of thoughtful practitioners and scholars have begun to address the deficiencies noted in the pre-service training and education of principals. In addition, two national commissions--the National Commission for Excellence in Educational Administration and the National Policy Board for Educational Administration--have recently issued reports outlining steps to be taken to restore legitimacy to principal preparation programs.[11] These reports call for a variety of substantive changes that are closely linked to the earlier enumerated problems – dramatically raising admission requirements, forging better links between departments of educational administration and practitioners in the field, raising standards throughout programs, and so forth. For our purposes here, we present an integrated treatment of many of these suggestions under the heading of what we believe represents a major shift in our overall approach to principal preparation – professionalism.

Behavioral science frameworks never generated very much enthusiasm in the field.

Establishment of a Professional Knowledge Base As we noted earlier, in the early 1960's the behavioral sciences were introduced to preparation programs for educational leaders. The frameworks from the various social science disciplines in turn became the knowledge base and deductive theory the method of inquiry emphasized in these programs. Lessons from practice, the basic paradigm of principal preparation before 1960, were displaced as "cookbook recipes" which were incompatible with the scientific perspective and intellectual rigor of the theory movement. The behavioral science frameworks, although readily accepted by departments of educational administration – especially at the more prestigious universities – never generated very much enthusiasm in the field. Neither did they live up to the expectation that they would lead to meaningful improvements in administrative practice. Nor did they provide departments of educational administration with the status within the university for which they had hoped.

At the same time that the deficiencies of the social science/theory movement model of preparation were surfacing, practitioners and professors alike were seeking powerful new frames of knowledge that would lead to a unification of the practice and delivery arms

[11] National Commission of Excellence in Educational Administration, 1987; National Policy Board on school administration (1989). Improving the preparation of school administrators: An agenda for reform. Charlottesville, VA: University of Virginia.

of the profession and to real improvements in the management and organization of schools. The focus of both groups is coming to rest on the type of knowledge base that underlies other professions such as law and medicine:

In order to accomplish their charter, however, schools of education must take the profession of education, not academia, as their main point of reference. It is not sufficient to say that the greater strength of schools of education is that they are the only places to look at fundamental issues from a variety of disciplinary perspectives. They have been doing so for more than half a century without appreciable effect on professional practice. It is time for many institutions to shift their gears.[12]

The new knowledge base proposed by many current reformers is different from the behavioral science frameworks in a number of ways. Most importantly, it is practice-driven and problem-based. The starting point is administrative practice not the social sciences. By highlighting the use of inductive methods of knowledge development, it mirrors the realities of the work place much more accurately than has been the case in the theory movement. It is grounded in internal school operations and technical core issues, thus reversing current emphasis on environmental issues and the management aspects of administrative roles. This as yet inchoate professional framework also flows more from information about administrator effects on organizational outcomes, especially on student learning, than has been the case in the past. Finally, because its understanding of school administration emanates more directly from the study of practice, skill-based knowledge has been relegitimated.

Developing a professional delivery system. In seeking a more appropriate system to deliver the new knowledge base that they envision, reformers have again turned toward professional schools for examples:

Schools of education, and particularly departments of educational administration, must turn back to the schools and establish relationships such as exist between professional schools in the university and their practitioners. We should be proud to become the professional backbone of the schools. Schools of education must become full-fledge professional schools, not pseudo arts and science colleges . . . Once we accept the idea that schools of education must become professional schools granting professional degrees, we can get squared away on the job of preparing professional school administrators.[13]

The model envisioned by reformers clearly separates the Ph.D. (research) and the Ed.D. (professional) degrees.[14] The latter program is designed to "differ from that of researchers because it must emphasize the application of knowledge and skills in clinical rather than academic situations."[15] A further objective of the new model is the

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[12] Clifford, G., & Guthrie, J. (1988, June 8). Strategies for reforming schools of education. Education Week, 7 (31), 32.

[13] Griffiths, D. Educational administration: Reform PDQ or RIP. Tempe, AZ: University Council for Educational Administration. (Occasional paper #8312), p. 10.

[14] Griffiths, 1988; National Policy Board on School Administration, 1989.

[15] National Commission on Excellence in Educational Administration (1987). Leaders for America's School. Tempe, AZ: University Council for Educational Administration, p. 19.

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codification of knowledge into a sequential body of understandings and skills. Educational administration students would progress through these continua like students in other professions; that is, in thoughtful sequence, in cohorts, and more frequently in full-time study. Instructional approaches emphasized in other professional schools would become integral components of the delivery model. In addition, the professional delivery model offers hope for overcoming two of the most intransigent problems in educational administration that we reported on earlier -- the absence of robust clinical preparation and the lack of curricular integration.

In-service Development Our recommendations for improvement of the current system of In-service development echo the same theme of professionalism. Our general perceptions of the field suggest the need for 1) improved research and evaluation on the various approaches to administrative development and, 2) reform strategies which strengthen norms in the administrative culture that support expectations for life-long learning. The need for better information on alternative programs and their effects was highlighted several times in our analysis. The diversity of organizational, curricular, and instructional approaches in current use offers an unusually fertile opportunity for this effort. We hope funding is forthcoming from the federal government for this purpose.

Our advocacy of reform strategies which target the administrative culture is based upon several factors. First, we believe that school leaders who are highly motivated, active learners will tend to encourage the development of learning communities in their schools.[16] Second, we believe that cultural norms are self-generating and reinforcing. When administrators have positive learning experiences, they are more likely to seek and support additional learning for their own subordinates (e.g., other administrators, teachers, staff) and students. Stated pragmatically, principals (future superintendents) who benefit from early career professional development activities will begin to expect and support the development of others in the absence of external mandates. Finally, this general approach is supported by research on adult learning, staff development and organizational change.[17] Specific recommendations follow.

Recruitment and Induction School administration must start its movement towards professionalism at the beginning of the administrative career. Preinduction experiences that connect pre-service preparation with the world of practicing administrators are a reasonable place to start. This will require pre-service programs to develop more substantial linkages with practicing administrators and with In-service centers. Currently, the administrative world-view of trainees is often limited in scope to their personal experience with past and

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16 Barth, R. (1986). Principal centered professional development. Theory into Practice. 25 (3), 156-160; Levine, S., Barth, R., & Haskins, K. (1987). The Harvard Principals' Center: School leaders become adult learners. In J. Murphy & P. Hallinger (Eds.), Approaches to administrative training in education. Albany, NY: SUNY Press.

17 Barth, 1986; Marsh, D. & Bowman, G. (1989). State-initiated top-down versus bottom-up reform. Educational Policy, 3 (3), 195-216.

present administrators. Both formal and informal interaction with a wider variety of accomplished administrators will lead to a richer conception of school leadership and begin the development of a network for future assistance.

Induction into school administration must take into account the realities of the beginning administrator's work context. The beginning principal is short on time and under enormous pressure to succeed. This suggests the need for a combination of planned programs of skill development and problem-solving, periodic on-site support, and flexible access to assistance. Broad leadership capabilities (e.g., problem-solving, vision building) and practical managerial skills (e.g., coordinating the front office, developing the first day checklist) must be addressed.

A major unresolved issue concerns the mode of participation: mandatory or voluntary. Understandably, the public would like to know that all administrators are engaged in growth-oriented development activities. We believe that a professional administrative culture would promote such involvement through informally communicated expectations as well as district policy. State mandated programs, regardless of quality, send a mixed message. On the one hand, mandated participation in professional development appears to signal the importance of professional growth. On the other hand, "mandated growth" ignores the individual needs of principals and models a process of development and change that runs counter to the role principals themselves must play in reshaping the culture of schools. We suggest that states and school districts set the expectation that administrators will participate in professional development activities. The specific choices should meet general criteria set by the organization as well as the specific needs of the school leader.

A major unresolved issue concerns mandatory vs. voluntary participation.

Training Content In general, the In-service curriculum has responded to the desire among administrators for problem-based learning experiences relevant to their work in schools. The focus on curriculum and instructional leadership has attempted to redress the weak knowledge base possessed by many school administrators concerning the technical core of teaching and learning. In our judgment, both of these developments are positive and should be continued.

A major issue that remains to be addressed and which strongly influences curriculum content is the source of goals for the development of school leaders. Competing perspectives frame this debate. The perspective that dominated policy making in many states during the 1980s sought to implement state goals through the mandatory dissemination of an approved curriculum. There are serious reasons to questions whether knowledge can be mandated by state education authorities, regardless of the appropriateness of the content. An alternative perspective suggests that goals for professional development are best defined at the local level by the participants with input from their organizations. This type of approach is consistent with the development of a culture

that supports continuous learning as a norm among school leaders.

There has been a certain amount of schizophrenia concerning the appropriate source of the knowledge base for school leadership. We alluded to this in our comments regarding pre-service preparation. Within the In-service domain, this debate focuses specifically upon the role of research-based findings (e.g., school effectiveness research) and the craft knowledge of administrators in leadership development. While research on principal, teacher, and school effectiveness provide useful frameworks for understanding, administrators must be able to make sense of them in light of their own implicit theories of teaching, leadership and schooling. This suggests the need for training approaches which encourage the thoughtful integration of research findings and the craft knowledge possessed by the administrators themselves.[18]

The slogan of the principals' movement, "School Leaders as Learners."

Delivery Systems One of the positive developments noted earlier has been the increased involvement in the governance and planning of professional development by school administrators. There is no evidence that allows us to conclude that this involvement results in more effective training or learning, though adult learning theory would suggest this to be the case. At a minimum, however, the increased involvement of participants has several positive effects. First, there is a greater likelihood that programs will address relevant problems and needs of administrators. Second, it models a growth-oriented process of staff development planning and delivery that administrators can use in their schools. Third, it provides opportunities for experienced administrators to share their knowledge with colleagues and to receive recognition from peers. These factors support our contention that the systematic involvement of administrators in planning and delivering professional development programs ought to be incorporated into governance structures that guide staff development organizations.

Despite the increased focus on problems of practice in In-service development programs, there remains far too little support for the implementation of new skills. Research on staff development is clear on this point. Without intensive coaching and support, skill-based training is unlikely to be

[18] For examples see Bridges, E. (1989, October). Combining theory, research and practice: Problem-based learning. Paper presented at the annual meeting of the University Council for Educational Administration, Scottsdale, AZ; and Hallinger, P. & McCary, M. (1989, October). Using computer simulation to promote strategic thinking in principal training and development. Paper presented at the annual meeting of the University Council for Educational Administration, Scottsdale, AZ.

implemented effectively.[19] Providers must clarify their goals and ensure that sufficient resources exist to achieve them, particularly when change in behaviors is sought. This point is relevant regardless of whether the funding source is at the federal, state or local level.

Finally, we would note that perhaps the most important influences on the behavior of school leaders – past and present – with whom they come into contact. The professional norms that characterize school district cultures indicate to current and future administrators what constitutes a superior school leader. The slogan of the principals' center movement, school leaders as learners, reflects a new norm of collegiality among school leaders. We believe that these recommendations offered for pre-service and in-service training and development would begin to reshape the administrative culture in schools and promote norms of professionalism among school leaders. ■

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[19] Joyce, B. & Showers, B. (1987). Student achievement through staff development. White Plains, NY: Longman.

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Assessment Centers: Identifying & Developing Effective Principals

by Lenor Hersey

NASSP has played a unique role in the identification and development of competent people to serve as school principals and assistant principals for many decades. Since 1975, when the National Assessment Center Project was initiated, the Association has focused on two primary leadership goals:

- To identify those people who demonstrate the necessary generic skills to be successful principals and assistant principals.
- To provide comprehensive behaviorally-based professional development programs for potential and practicing principals and assistant principals.

With the aid of a grant from the Danforth Foundation in addition to its own commitment of funds, NASSP designed a skill-based assessment process to identify potentially successful school administrators. Funding from the Rockefeller Family Fund and the Spencer Foundation helped the Association to conduct an extensive validity study of the process. Supported by early success and favorable results from the validity study, NASSP offers the assessment process to school systems across the country through a network of local, regional, and state assessment centers. Currently, this national project includes a total of 58 centers where more than 6,000 assessors have been trained and over 11,000 potential administrators have participated in assessment activities. International participation is reflected in seven centers located in Canada, England, Germany, and Australia.

An assessment center is a process, not a place. It is a sophisticated system for identifying individual strengths and weaknesses related to the critical skills needed to be effective school administrator. The process establishes standardized and objective evaluation conditions that provide a comprehensive, multifaceted view of an individual's ability level. The three objectives of an assessment center are:

- personnel selection
- individual development (career planning)
- appraisal of leadership potential

There are two approved NASSP Assessment Center models. One model assesses 12 participants with a ratio of 2:1, participants to assessors. The other standard model assesses 6 participants with a ratio of 1:1, participants to assessors. These ratios of participants to assessors are rigorously maintained throughout all the affiliate centers.

Assessment activities are designed to simulate actual job-related situations and issues. There are six activities consisting of two leaderless group exercises, a fact-finding exercise, two in-basket exercise, and an extensive structured interview. The activities are conducted over a two-day period. As participants perform the exercises, highly trained assessors, who are experienced educational administrators, observe and record participant behavior related to twelve generic leadership skill dimensions. These skill dimensions are: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interest, personal motivation, and educational values. Assessors then prepare behavior-specific written reports for each exercise performed by each participant on specially designed forms. These reports are carefully reviewed during a consensus discussion with the team of six assessors and the center director. When all the exercise reports have been reviewed and approved by the assessor team through the consensus process, they are incorporated into a comprehensive final report. The center director then thoroughly

discusses every detail of the report with the participant within ten days to two weeks of the assessment.

Careful and rigorous training of assessors is the key to the successful operation of a center. NASSP has found that talented administrators need specialized training to become effective assessors. Assessors are trained to understand and internalize the key behaviors of each skill dimension in each exercise. The training also emphasizes observing behaviors related to each skill dimension and activity. All assessors become proficient in classifying observed behaviors, rating behaviors, evaluating and integrating data, writing reports, and providing developmental suggestions.

The assessment process has a great deal of value for both the district and the participants. For the district, it:

- improves selection results with the availability of reliable detailed information related to twelve critical leadership skill dimensions.
- enables the early identification of leadership talent that can be developed through individual development plans and targeted training programs.
- provides a clear diagnosis of administrative training needs that will serve as a basis for selecting appropriate development options for administrators.
- insures equity in the identification, training, and placement of administrators because the assessment results are based on objective data. The data are collected by a standardized process and are based on an individual's demonstrated ability level in twelve generic leadership skill dimensions.
- cuts the cost of poor selection and development decisions by providing reliable and specific data to help make sound judgments on administrative placements and training programs.

Careful and rigorous training is the key to the successful center.

For the individual, the assessment center process:

- facilitates a self-diagnosis of the critical skills needed to be a successful school administrator.
- provides important data for making better informed career decisions.
- serves as a basis for designing an individual development plan.

In order for assessment to be an effective development tool, there needs to be job-related follow-up development opportunities available for people who have been assessed. In August 1982, with the assessment project firmly in place, NASSP initiated the Springfield Development Program. Springfield, a comprehensive, long-term development program for potential and new administrators, provides a practical link between institutional preparation programs and actual job requirements and experiences. It incorporates behavior modeling principles to identify and personalize examples of effective performance in six critical skill areas. Organizational simulation principals are used to create a job-like learning environment (a school district called Springfield) where administrative and interpersonal skills are practiced and examined for effectiveness. This process is

facilitated by development mentors, experienced administrators who provide support for participants to link their simulation and on-the-job experiences.

Building upon the positive experiences gained from Springfield, NASSP developed and introduced LEADER 123 in the spring of 1988. Designed to improve instructional leadership skills for principals and other administrators, LEADER 123 parallels a popular industrial training model emphasizing the belief that adults can learn best in an environment where modeling, key behaviors (what to do), rehearsal (including role playing), and reinforcement are the important factors provided in the developmental programs.

Recently, NASSP added two new development modules to the assessment and development project. They are Mentoring and Coaching, Developing Educational Leaders and From the Desk of ... A Communications Program for School Administrators. The mentoring module is based on the extensive experience the Association has gained through the training of mentors and coaches in the Springfield Development Program and LEADER 123. It is designed to help school districts, educational service units, state departments of education, and universities prepare experienced administrators to provide leadership development support to potential and new administrators. The written communication module focuses on developing and refining the formal and informal communication skills of the site administrator.

Presently, work is being completed on two more leadership development modules. They will continue to build on the scope and sequence of the other successful NASSP development programs. The two modules are oral communications and motivation.

We know the role of the principal is key to the quality of education in our schools. We also know that it is changing dramatically with the move towards site-based management and shared decision-making to say nothing about the impact of outside influences such as globalization and extensive technological advances. Consequently, it is imperative that we do everything within our power to identify and develop strong leadership for our schools. It is in the best interest of all of us. Our children and our future depend on it. ■

Lenor Hersey is Administrator of Special Projects at the National Association of Secondary School Principals in Reston, Virginia.

Preparing School Administrators in Alabama

by Rodney Roth

The Alabama State Board of Education appointed the Task Force for Achieving Excellence in School Administration during the Spring, 1988. The task force consisted of six superintendents, five principals, four teachers, three supervisors, three lay-persons, two local school board members and one person from higher education. The person representing higher education is the author of this paper. The charge to the task force was to:

- Analyze recent research reports regarding effective leadership;
- Assist in designing a pre-service and in-service education model founded upon performance and research standards leading to initial certification and re-certification of school administrators;
- Recommend a program for continuous professional development for current administrators, utilizing a research-based assessment program;
- Recommend strategies for identifying potential administrators;
- Assist in establishing a framework for the coordination of existing in-service efforts for school administrators.

The task force met for almost 18 months in order to respond to the charge. The task force listened to presentations from other states concerning their certification requirements for administrators and listened to practitioners and educational administration faculty members concerning their ideas and recommendations. The task force issued their report entitled Improving the Effectiveness of School Administrators in Alabama, in September, 1989. The Alabama State Department of Education then held hearings throughout the State with practitioners and higher education faculty concerning the task force recommendations. The Alabama State Board of Education adopted most of the task force recommendations in December, 1990. Educational administration preparation programs reviewed by the Alabama State Department of Education after February 1, 1991, will have to meet the standards passed in December, 1990, in order to have State-approved certification programs in educational administration.

The new standards require a person to have a Master's degree in a teaching field and three years of teaching experience before admission to an initial educational administration program. The preparation program must have at least 18 semester hours. The 18 hours are split with either 15 hours of course work and three hours of internship or 12 hours of course work and six hours of internship.

The course work must include eight different fields of content knowledge. These fields and a few examples for each field are as follows:

Curriculum: curriculum sequence, technology in the curriculum, and State courses of study;
Supervision: classroom observation and evaluation techniques and current research on instructional programs;
Staff Development: how adults learn and how to develop and implement staff development programs;
Student Services: student health programs, guidance and counseling services, and student discipline programs;
Leadership Skills: vision and goal setting, group dynamics, and ethical standards;
School/Community Relations: community diversity and political factors which impact on the school;
School Management: management of material, fiscal and personnel resources, and conflict and stress management;

Law: system and individual liability and laws related to due process, tenure and termination.

The administrative internship component of the 18 semester hours initial administration preparation program requires a minimum of three hundred clock hours. It must include 50 hours in an elementary school, 50 hours in a middle or junior high school, 50 hours in a high school and 50 hours in a central office. The remaining 100 hours can be at any level chosen by the student, site mentors and educational administration faculty supervisor.

A student who completes the 18 hours with a grade point of 3.25 or better is issued an administrator certificate. This certificate enables one to be a principal at any level, a supervisor, an assistant superintendent, a superintendent and any other type of administrator or supervisor in Alabama. This certificate is an endorsement on the teaching field Master's degree.

The next certification level and the highest certification level in Alabama is the educational specialist degree. Admission to the educational specialist degree in education administration requires the Master's level certificate in educational administration.

The current curriculum standards adopted by the Alabama State Board of Education for the specialist degree in educational administration were also developed by the task force. The certification program requires at least 33 semester hours. The 33 hours must meet the required hours in each area as follows: Theory 15 semester hours; Mentor Training 3 semester hours; Research 3 semester hours; Problem Analysis Project 6 semester hours; Foundation of Professional Studies 6 semester hours. The 15 hours of theory must relate to the eight content fields listed above for the initial certificate. ■

Rodney Roth is Dean of the College of Education at the University of Alabama at Tuscaloosa.

Making Better Principals & Making Principals Better

by Wayne Worner & David Parks

In the spring of 1989, faculty began discussions with representatives of the Roanoke County (Virginia) public schools which led to the development of a collaborative, field-based program for the preparation of principals. These actions were undertaken as a result of increasing evidence indicating that existing course-based programs were deficient in preparing principals for the leadership challenges facing them in rapidly changing schools. After some three months of discussion and planning, a program was conceptualized which would:

- merge theory and practice by including a substantial internship and clinical-study component;
- be individualized to the extent possible;
- be cooperatively planned, delivered, and evaluated;
- be delivered on-site;
- lead to certification and an advanced degree or certificate;
- attract the highest quality applicants;
- focus on skills, attitudes, knowledge, and competencies specifically related to successful principal performance; and
- include assessment procedures which require demonstration of competencies and which provide participants with continuing direction for their personal and professional development.

Following three additional months of planning and the addition of five school systems, the Regional Program for the Preparation of Principals (RP3) was begun in August of 1989. Participants for the program were selected through a process of nomination, application, local school division screening, and regional screening. Admission decisions were made by a committee consisting of university faculty, school system practitioners, and community representatives. Six local school divisions provided support for the program by funding 90 days of released time for participants over the two year duration of the program. In addition, local school systems identified outstanding principals who would work with participants in a mentoring relationship over the two years. Seventy-three nominations yielded 57 applications. These applications were screened to 27 at the school system level. Thirteen candidates were recommended for admission to the program by the regional screening committee.

Each student participating in the program works directly with an advisory team composed of the student, a mentor, an associate, and a faculty member. The advisory team meets at least twice each semester to review assessment data, academic information, and clinical reports and to prepare and revise an individual educational plan which moves the student toward personal and program objectives.

Program content and design are varied. Academic work is delivered through instructional modules (regularly scheduled whole group instruction), extended (day-long) issues seminars, independent study, directed reading, simulations, group work, computer applications, and the like. Course work (as we've known it) does not exist as a part of this program. Whole group instruction is designed around the concepts agreed to by the planning team which is composed of representatives from each participating school division. Organizing themes include leadership, students, curriculum, instruction, the context of education, management, and liberal studies. An extensive (90 day) clinical experience includes scheduled time at the host (mentor's) school, at least 50 hours assigned to business and industry, and scheduled visits to other school levels. Regular planning meetings of

the advisory committees are held to coordinate instructional activities with the clinical experience and for evaluative purposes. All of these activities occur away from the university's campus.

Students are also required to undertake a major curriculum or instructional leadership project. One such project resulted in the offering of a special summer school program. As a part of this project, students planned the program, presented the plan to the school board for approval and funding, advertised the program, processed student applications, selected and oriented staff, supervised the program, and conducted an evaluation of processes and outcomes.

Another special feature of the program includes "Conversations with . . . (special resource people)." Using speaker-phone technology, students have interacted with Al Shanker (American Federation of Teachers), Gary Larsen (National Endowment for the Arts), Lewis Rhodes (American Associate of School Administrators), Pat Balanos (Key Intermediate School/Multiple Intelligence), and others. Three faculty members have redesigned their courses to provide modules which can be used as needed rather than in a formally scheduled class. These courses include school law, school finance, and special education. Faculty members who have designed these materials are pilot testing them as a part of the program.

Each student works directly with an advisory team.

In late 1989, the Danforth Foundation expressed interest in the program and agreed to provide funds to support the development efforts underway. Subsequently, the program was selected as one of four in the country invited to participate in the National Alliance for Developing School Leaders, an initiative by the Danforth Foundation and the National Association of Secondary School Principals to improve principal preparation programs.

The first cohort of students from the Regional Program for the Preparation of Principals will complete their studies in the summer of 1991. Of the thirteen recommended for the program, twelve enrolled. Nine have continued and will complete their work this summer. One has already been appointed as an assistant principal. All of the participants in the first cohort were female. Second and third iterations of the program will be implemented this fall; the first in Southwest Virginia, the second in Northern Virginia.

For further information contact: Wayne M. Worner or David Parks, Co-facilitators for the Regional Program for the Preparation of Principals, Virginia Tech AES Division, Blacksburg, VA 24061-0302, 703/231-5111. ■

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Leadership 21: Preparing Principals for the 21st Century

by Dr. Gary Ubben

The key to a good school is a good principal. The effective schools research points to this fact. Because of our rapidly changing society, the need for both good schools and good principals becomes greater every year.

In response to this challenge, the Educational Leadership Department at the University of Tennessee, Knoxville, the Danforth Foundation, and a number of Tennessee school systems have joined together as partners to develop a new principals' preparation program called Leadership 21. This program represents an innovative approach to educating leaders for the schools of the twenty-first century by using mentor principals and internships as an integral part of the preparation program.

PROGRAM OVERVIEW

The program seeks to prepare principals with a vision of education – what is and what can be – to lead schools into the twenty-first century.

Each year a small group of experienced teachers are identified and selected to prepare for principalships by participating as interns in Leadership 21. These are superior teachers who have demonstrated potential for leadership. They are recommended by their school districts; they also must meet University criteria for graduate study. The selection process is competitive.

The interns participate in a four semester program which blends theory and practice to develop a vision in such a way that the participants will simultaneously learn both why a principal should do certain things and how a principal actually does those things in a school setting.

Throughout the program the interns are guided and counseled by mentor principals. The mentors, too, are carefully selected. They are exemplary principals who also possess the ability to nurture adult learners.

The interns move through the program as a group. Thus, they have the constant support of their peers and are also able to begin to establish a professional network to further develop their leadership potential.

Even more important, those who successfully complete the program are solidly prepared to begin to exercise school leadership as principals.

Successful completion of the program leads to a Master's degree in educational administration and supervision as well as to certification as a principal in the state of Tennessee.

Leadership 21 course credit may be applied to graduate degrees beyond the Masters' where that is appropriate.

For the program to be successful, certain things are required of the local school districts. The local school district will be asked to:

- Nominate teachers to be screened by the Leadership 21 Advisory Committee and recommended to the Board of Education as administrative candidates for participation in the program.
- Provide the candidates with semester internship experience by releasing them from their normal teaching assignments and placing them in intern principalships with selected mentor principals.
- Select the mentor principals to serve the program from those recommended by the Leadership 21 Advisory Committee.

The program has been designed to integrate practice and theory for new principals through an extensive internship in local schools. This internship is tightly coupled with course work especially designed for this program. A portion of this course work is taught by practicing administrators drawn from area school districts.

Each candidate participates in activities including:

- Course work as a cohort to develop a knowledge base for school administration.

- Seminars and visits to outstanding schools in the United States to observe the practice of good leadership and develop a vision of excellence in education.
- A minimum of a one semester long internship with an outstanding mentor principal to have the opportunity to practice and model desirable leadership behaviors.

The program is divided into four major streams of activity including a one year warranty for the newly placed administrator graduate.

Stream I: Sponsored Internship (Practice); June, August - January; 12 Hours Total Credit.

Stream II: Leadership Seminar (Assessment Development); Assessment, Leadership Development, Reflective Practice, Theory/Practice Bridge, School Visits, Simulations, Vision Development Each Semester; 12 Hours Total Credit

Stream III: Knowledge Base (Human, Conceptual, Technical); Administrative/ Organizational Theory, Governance, Product and Performance Evaluation (Research), Foundations (Ethics, Values, Philosophy of Education), Organizational Culture/Environments - Multi-Ethnic Leadership, Politics/Policy Analysis, Communication - Conflict Management/Group Dynamics, Supervision of Staff, Human Resources Development (Staff), School Law, Pupil Personnel Administration, Special Education, Planning (Setting Goals, Time Management), Business Management, School Finance, Facilities Curriculum, Instruction/Learning, School Organization, Computer Applications for Administration; eighteen 1 Semester Hour Modules.
18 Hours Total Credit

Stream IV: Professional Follow-Up Support by U.T. Faculty First Year Placement.

Total: 42 Semester Hours Credit (Summer, Academic Year, Summer).

YEAR TWO

For the second year of the program, the candidate eligibility requirements have been expanded:

- Candidates may be certified teachers just beginning their administrative preparation work, leading to certification as a school administrator. These candidates would be expected to complete all components of the Leadership 21 program; or
- Candidates may be individuals who have already achieved certification as school administrators, for whom the district wishes to provide the opportunity for an in-depth internship experience through the Leadership 21 program before the candidate assumes the full responsibility for a school. These individuals may elect to "test out" of any portion of the Stream III Knowledge Base course work in which they are competent. This should eliminate most of the redundancy that may occur as overlap with their previous preparation program. ■

Dr. Gary Ubben is Professor of Educational Leadership at the University of Tennessee at Knoxville.

Summary Report of the Invitational Symposium on Recruitment, Selection, & Retention of Principals

FOREWORD

Tennessee schools are striving to meet the needs of students today and tomorrow. This means schools must do business differently in some areas and continue to do better in all areas. In order to do the job, our schools need adequate funding, enhanced teacher preparation, meaningful curriculum alternatives, comprehensive utilization of technology, and new governance structures. However, the fundamental key to change and improvement in education is effective school leadership.

Our commitment in Tennessee is to have schools among the best in the world. To have schools among the best means that we must have principals in our schools who are as good as we can find or as good as we can grow. It also means that each principal must have an opportunity to grow in the job and continue to develop professionally throughout his or her career.

The following report summarizes the content of a statewide symposium held in May, 1990. The symposium was designed to identify issues related to the recruitment, selection, and retention of principals. The summary report provides an excellent framework within which policy and program recommendations can be developed and considered. We welcome your review and comments on this report.

C. Brent Poulton
Executive Director
State Board of Education

As we approach a number of major statewide education reforms during the next decade, we must take every opportunity to assure the leadership for our schools if we hope to succeed. The vitality of our economy and the quality of life for our citizens are at stake.

PREFACE

"The education reform movement has had a substantial impact on the role of the principal. The trend toward restructuring and decentralizing decision making is reshaping that role from one of authoritarianism to one of collegiality. At the same time, the establishment of national and state education goals is demanding even more vigorous leadership by principals as they strive to improve the quality of education in their schools.

National Organization Executive

"Principals, superintendents, and others have noted that the principal's job in Tennessee lacks clarity, that the process of selecting principals is inconsistent, that the administrator preparation programs lack credibility, that the licensure standards are weak and unfocused, and that professional development and support for principals is insufficient."

State Policy Maker

"I think we are seeing that educational leadership locally is the key to school restructuring, change, and commitment."

Symposium Participant

"What is the ideal role of a principal? Instructional leader? Change agent? Manager of personnel and facilities? Keeper of the measures of virtue? Protector of local values?"

Symposium Panel Member

"I feel that the position of principals has been given lip service as being vital, but little has been done to support and fund the position."

Symposium Participant

"What are the things principals do that contribute meaningfully to student learning?"

Symposium Panel Member

"Real leadership is self development for self and others, and a personal commitment utilizing one's education, work experience, and values to accomplish results."

Symposium Participant

"In two or three years, we in education must straighten out the situation or become a vanishing species. The reform will be done by corporate leaders and legislators, or it will be done by educators. Which do we choose?"

Symposium Speaker

"Before we begin to reform or repair, we should first determine a consensus as to what is wrong, however general it may be, and from that point begin to change. That was the purpose of the symposium."

Symposium Planning Committee Member

INTRODUCTION

On May 8 and 9, 1990, a statewide invitational symposium on recruitment, selection, and retention of principals was held in Nashville, Tennessee. The symposium was sponsored by the Tennessee Organization of School Superintendents, the Tennessee School Boards Association, the Tennessee Board of Education, and the Danforth Foundation. As suggested by the title of the symposium, the focus of the presentations and discussions was on the importance of school leadership, in particular the role of the principal, to the success of today's and tomorrow's schools.

Invited symposium participants represented a broad spectrum of the professionals and organizations concerned with public education in Tennessee. Among those attending were superintendents, local school board members, principals, teachers, higher education faculty and administrators, state officials, business representatives, and professional organization leaders. Speakers from other states shared their perspectives on school leadership, education reform, and model leadership development programs in their states, local school systems, and institutions of higher education.

The purpose of the symposium was to provide a forum for discussion of the issues related to the preparation, employment, and professional development of principals for Tennessee's public schools. The symposium was to serve as the first step in Tennessee's policy development process to improve the preparation, licensure, employment, and professional development of principals and other school leaders. The presentations, panel discussions, and input from symposium participants have been used by the symposium planning committee to develop this summary report. This report will be used, along with other information, to develop specific policy recommendations for consideration by the Tennessee Board of Education and others.

OVERARCHING THEMES

In identifying specific issues involved with the recruitment, selection, and retention of principals, a number of overarching themes were identified through the discussions and presentations of the symposium and in reviewing the reforms of other states and model programs.

Role of the Principal. The role of the principal in local schools needs to be clarified. A coherent role definition for the principal should address the complexities of social change affecting children and families; the demands by local communities and state agencies for accountability; the advent of new technologies to improve instruction and management; and the desire by teachers and parents for productive learning environments, adequate teaching resources, and shared decision making.

Collaboration and Partnerships. Collaboration and partnerships can enhance the opportunity for success of prospective and current principals. The resources and expertise available through local school systems, institutions of higher education, professional organizations, business and industry, and the state must be blended and utilized more effectively to prepare and develop school leaders. Model programs which emphasize collaboration and partnerships should be adopted, supported, and expanded in Tennessee.

Recruitment, Selection, and Induction of Candidates. Getting the right people to consider and accept the position as principal of a school is the key to success in improving school leadership. Tennessee should consider the development of more focused recruitment, selection, and induction processes which would provide fewer, yet more qualified, candidates for preparation programs and for employment as principals.

Incentives and Financial Support from the State. Reform and change often require new resources and/or reallocation of current resources. The state must provide incentives and financial support for local school systems and institutions of higher education to engage in collaborative efforts to improve the processes by which candidates are identified, recruited, prepared, employed, and supported in school leadership positions. Current funding formulas may need to be revised. Principal candidates should be supported in more intensive, full-time preparation and professional development programs.

Assessment and Evaluation. Measurement of results is the driving force behind meaningful efforts to improve education. Assessment and evaluation of candidates, preparation programs, licensure, leadership results, and certification should be designed. Criteria, tests, and processes should be established. The performance of candidates, preparation programs, and principals should be reviewed annually.

Superintendents and Supervisors. Principals provide leadership and management within a school environment and culture which is affected significantly by others on the local school system leadership team. The role, preparation, licensure, and employment

of superintendents and supervisors should be clarified and strengthened in order to facilitate the effective functioning of the local leadership team.

Responsibilities and Roles. The state, local school systems, professional organizations, and institutions of higher education each must respond to reform recommendations related to the principalship. The role and specific responsibilities of each should be identified.

PREPARATION AND LICENSURE ISSUES

Overview of the Issues

Tennessee is a pluralistic state with many client groups which have different ideas about the purpose of education and different notions about leadership. Currently, an individual who wishes to become a school administrator applies to a higher education institution. Almost all who apply are admitted, and most complete the program of study required for licensure as an administrator. However, many candidates do not complete an approved program, but instead accumulate the necessary number and combination of academic credits in a non-sequential fashion, often from multiple institutions, and apply directly to the state for a license without recommendation from an institution. Although there is no systematic evidence available to support one institution's program of study over another in terms of the resulting knowledge and skills of graduates, the current system of preparation and licensure appears haphazard at best.

Numerous reports and recommendations from educators and professional organizations at both a state and national level raise questions about the current programs and practices in preparing and licensing principals and other school administrators. As practices in Tennessee are reviewed, the following questions should be addressed.

Questions About Preparation Programs

1. How should the selection of candidates for preparation programs take place? Who should participate in the selection process: local school systems, institutions of higher education, the candidates, others?

2. Should the selection process at the beginning of the preparation program narrow the pool to only slightly more than the anticipated needs across the state?

3. How should assessment and evaluation be used in the selection of candidates and the completion of preparation programs? When? By whom?

4. What kind of measures should be used in assessments and evaluations? Candidates' knowledge, skills, or other indicators of competence?

5. Should successful completion of a preparation program result in a probationary license?

6. Should preparation programs be generic or specialized to the type of school settings where an administrator will serve (e.g., urban/rural, elementary/ middle/secondary)?

7. How do administrators learn? How do they construct knowledge, reflect on experience, or utilize theory? How should knowledge about how administrators

learn and the design of the knowledge base in programs be demonstrated by institutions in seeking approval of their preparation programs?

8. What must administrators know and be able to do? Who determines the content areas of the knowledge base and practical experiences? How will this be determined?

9. Should preparation programs be organized for specific competencies or for course topics?

10. How should the knowledge base be taught (e.g., lecture method, discussion, technology/interactive video)?

11. Should there be a required internship in preparation programs?

12. What should be the balance between theory-based learning and field-based experiences? Who should participate in blending theory and practice for the candidates?

13. Should preparation programs be implemented with cohorts of candidates?

14. How will consensus or agreement be reached among local school systems, institutions of higher education, professional organizations, and the state about the content and desired results of preparation programs?

15. What degree of autonomy should be afforded each institution in developing an approved program? Should collaboration with local school systems be required? To what degree?

16. How should the state evaluate preparation programs? What should be the criteria and procedures for approval?

17. How will institutions maintain approval of their preparation program? How should the knowledge and performance of graduates from an institution's program be evidenced?

18. Who should evaluate the preparation programs and individual performance of licensed candidates for continuing approval of programs? When? How?

19. How should preparation programs be accredited? By whom? How often?

20. How should preparation programs be funded if they are modified significantly from current practice?

21. Should mid-career advanced preparation or development programs be implemented? Should this include advanced or optional licensure/certification?

Questions About Licensure

1. Why are current licensure standards and practices perceived as inadequate? What does this indicate for any reforms in standards and practices?

2. What should be the standards and guidelines for initial licensure?

3. Should licensure standards focus on what administrators must know and be able to do instead of specific classes or course topics?

4. What should be the degree requirements for licensing of beginning administrators? Bachelors, masters, specialist, or doctoral degree?

5. Should licensure be multi-level such as initial plus intermediate and advanced?

6. Should licensing be job specific, (e.g., superintendent, supervisor, principal, assistant principal)?

7. Should there be testing, evaluation, or assessment of candidates before licensure?

8. Should there be approved preparation programs which must recommend candidates for licensure?

9. Should the first license, higher levels of licensure, or licensure renewal, include a significant internship?

10. Who assumes responsibilities for licensure criteria? State, higher education institutions, local school systems, or shared partnership?

11. What should be the relationship of licensure to preparation programs, and then to certification?

12. What should be the length of a license? Three years, five years, ten years?

13. What should be required to renew a license? Courses, workshops, practicum, additional degree?

14. What are the implications of paying additional salary only if the position held by an individual matches the licensure or degree major (i.e., additional pay for a masters degree in school administration only if holding an administrative position)?

15. How should competent administrators be selected from the approximately 6,000 educators currently licensed in administration/supervision? Should there be additional steps such as an assessment center and/or a supervised practical experience?

EMPLOYMENT AND PROFESSIONAL DEVELOPMENT ISSUES

Overview of the Issues

The procedures of local school systems in Tennessee vary widely in the selection, assignment, monitoring, and evaluation of administrators. From the initial announcement of a job opening to the assessment of job performance, there is a reported variance in clarity, use of up-to-date approaches, and focus on the results of school leadership.

The licensure standards and procedures in place in Tennessee, as in many states, fail to screen out the poorest quality candidates for administrative positions and do little to ensure a particular level of competence among licensed individuals. Thus, the pool of licensed candidates available to assume positions of school leadership is large in size and quite uneven in quality. Professional development programs for candidates, once hired, consist of limited local and state in-service opportunities and sporadic offerings by professional organizations and higher education institutions. Major reforms in the employment and professional development of Tennessee school administrators seem to be required. The following questions should be addressed.

Questions About Employment

1. Do the self selection policies and practices currently in place at the state level regarding preparation and licensure of administrators create a pool of candidates of uneven quality? Should additional requirements for employment be developed to identify well qualified candidates?

2. Do the current policies and procedures of local school systems lead to identification and selection of well qualified candidates?

3. Are job openings of local school systems adequately announced to develop the best pool of qualified candidates? Could the state assist in developing a more timely and cost effective system?

4. Do the policies or the negotiated agreements of many local school systems which promote the hiring of in-district candidates serve as a detriment to school improvement initiatives of the state and local communities?

5. Do local school systems who hire in-district candidates adequately provide for the assessment and professional development of potential candidates?

6. Have minorities and women often been excluded from the pool of potential candidates due to the lack of systematic in-district assessment, professional development efforts, and selection processes?

7. Do selection procedures of local school systems focus too much on a candidate's prior local visibility and conformity to local norms, and too little on the assessment of administrative skills and leadership potential? Should the state provide assistance or direction in developing better options for selection procedures?

8. Do political7 considerations related to a school administrator's position, rather than leadership potential, enter too often into the selection of principals?

9. Do local school system policies and practices provide for adequate salary structures, rewards, incentives, and benefits which correspond with job responsibilities, performance, and leadership results of school administrators?

Questions About Professional Development

1. Should additional support systems for beginning principals be initiated by local school systems and the state?

2. How will the professional development of school administrators incorporate the development of the "team" concepts of proposed reforms in school-based decision making?

3. Should programs and practices of business and industry serve as models and/or resources for professional development of school administrators? Should collaboration with business and industry be expanded in the area of professional development to assist with school improvement initiatives?

4. Should the state develop a system for continuing assessment of the professional development needs of school administrators?

5. Should the state develop a system for continuing professional development for school administrators? How can the varying needs of individual school administrators be addressed?

6. Should all school administrators be required to have an annual plan for professional development which utilizes local, state, higher education, and professional organization opportunities? How should this relate to re-issuance of license and continuing employment?

7. Should additional efforts at collaboration between local school systems, professional organizations, business and industry, institutions of higher education, and the state be pursued to provide for more systematic professional development opportunities?

RELATED ISSUES

There are a number of related issues which have been identified through symposium presentations, discussions, and input from participants which will require attention when addressing the major issue areas identified in this report.

Focusing Leadership on Obtaining Results. Current expectations of school leaders increasingly focus on obtaining results. The programs for identification, preparation and professional development of principals must take into account this increased focus on results. Individuals considering or working in the role of principal must be willing to accept and deal with the pressures and complexities of obtaining results in the school they lead and manage.

Structure and Processes of the Local School Leadership Team. The local administrative structures, leadership teams, and decision making processes affect the functioning of principals. Who is in charge of what? What shared decision making processes in schools are desirable? Orientation to and preparation for working on a team should be required of principals.

Leadership Skills Needed by All Educators. School-based decision making concepts being promoted as part of the general reforms in Tennessee education suggest more shared decision making in each local school. Leadership and team development concepts and skills should be addressed in the preparation and professional development programs for all educators.

Minorities and Women in School Leadership Roles. While more women and minorities are assuming school leadership roles, most school leadership positions are currently filled by majority males. Special efforts by the state, local school systems, professional organizations and institutions of higher education are required to identify candidates for preparation programs and to provide mentoring and induction of minority and women candidates.

Pilot and Experimental Programs. Reform often takes time to implement because various individuals, institutions, and organizations must observe, learn, and accept the new requirements and structures. Pilot and experimental programs should be developed to provide for transition and testing of various means to accomplish the goals of school leadership reform.

Issues Concerning School Leadership Identified by Other Groups. Various state and national organizations have identified issues related to school leadership. Some of these organizations have also made recommendations of policies and programs for states, local school systems, and institutions of higher education. Tennessee needs to use the efforts of these organizations when considering potential reforms in the preparation, employment, and professional development of principals.

BARRIERS AND IMPEDIMENTS TO REFORM

Identifying the problem and then determining the ideal way which things ought to be is often the easiest part in developing policies and programs. However, within any system there are operating norms, constituency groups, and resource allocation concerns which must also be addressed when moving from the status quo to a new way of doing business. The symposium participants and the planning committee have identified a number of the barriers and impediments to reform which should be addressed in the development of policy and program recommendations.

Community and Local School Norms Regarding Schools and School Leadership Requirements. Perhaps the most prevalent and difficult barriers to overcome in reform of school leadership are the expectations of local communities regarding schools and those who are in school leadership positions. Even those communities which place the greatest value on improving their schools and the education of their children find the pressures to continue operating and doing things the "same way" hard to overcome. Principals and other school leaders are subject to the politics and the culture of local communities. Politics and community norms can be dictated by the interests of a few influential individuals or shaped by a general fear of the unknown when suggestions for change are made.

Tennessee communities and public education are fortunate in this regard. A growing consensus around the need for good schools developed across the state during the 1980s. The state has had two consecutive governors, key leaders in the Tennessee General Assembly, business and corporate leaders, and a multitude of local community leaders who understand and promote the relationship between good schools, the general health of the economy, and the quality of family and community life. Continuing emphasis will have to be given to this relationship in order to create and sustain a climate within which communities will allow and challenge principals to serve as effective change agents, instructional leaders, and enhancers of community values.

Perception by Constituent Groups of Being Overlooked. One of the most difficult tasks in developing and adopting policies and programs at a state level is to ensure the participation of the various constituent groups concerned. Most groups recognize that not all of their concerns will be addressed, but they desire to have meaningful input into the process and the final product. The state should make every effort possible to keep all groups informed and involved in the policy and program development processes. Local school systems and institutions of higher education should do the same in their local areas.

Perceived and Real Differences in Philosophy, Approaches, and Capabilities of Local School Systems and Institutions of Higher Education. Local school systems and institutions of higher education have different missions and goals. The lack of sustained, meaningful working relationships between the two levels of the education system often results in an exaggeration of the differences, and the development of perceptions that the other party really does not understand or care about the real concerns being faced. While approaches, and capabilities are often different, they can

be complimentary when common interests are clearly identified. State and local education leaders in both higher education and public schools should strive to identify common interests and communicate those to all educators and the citizens of the state.

Perceived or Real Lack of Consensus on the Problem and Goals. Often when a problem exists, no one can give an adequate description of the problem around which to build a consensus to act or an agreement on the direction to take in correcting the problem. This symposium summary report provides a good beginning to defining the problems in recruiting, selecting and retaining effective principals, but a continuing refinement of the information and discussion by key state policy makers, state administrators, school leaders, and constituent groups will be required to ensure support for any policy and program recommendations which are developed.

Resource Allocations and Funding Formulas. The state, local school systems, and institutions of higher education currently allocate resources to recruit, select, prepare, and provide professional development for principals. Reform win probably require a reallocation of existing resources along with any changes in funding formulas which may be required to implement new programs. Vested interests in the existing programs and funding procedures will have to be addressed.

Internal and External "Turf Guarding." Both within and between agencies, organizations, and institutions at the state and local level, there are natural tendencies to protect current operational structures and processes. Job positions and budget allocations are often at stake when new policies and program designs are considered. Philosophical as well as practical differences between internal units and external organizations are often viewed with defensiveness and used to discount the potential for meaningful change and working together to accomplish new goals and objectives. Education leaders at both a state and local level will need to provide clear direction as to the changes desired to ensure that the excesses of "turf guarding" do not occur.

FINAL STEPS NEEDED TO DEVELOP RECOMMENDATIONS

In preparing this summary report of the invitational symposium, the planning committee was cognizant of the interest of the Tennessee Board of Education in receiving policy recommendations for consideration in the fall, 1990. The following are general recommendations for the process of developing a set of policy recommendations:

- Select a task force to develop recommendations for consideration by the Tennessee Board of Education.
- Involve constituent groups in framing the issues identified in this report before it is finalized and also in reviewing policy recommendations of the task force as they are developed.
- Develop a consensus among state policy makers, state administrators, local school leaders, and constituent groups around the problems to be addressed and the recommendations of the task force.
- Assure a fit with the other general education reforms and the education funding reform package being developed in Tennessee to meet the challenges of 21st century classrooms and schools.

"If I could leave nothing more with you, I would hope it would be a real sense of urgency about this problem . . . I have come to believe very firmly that the fundamental problem or resolution [to school reform] is the matching of local leadership. All else follows that."

Symposium Speaker

BIBLIOGRAPHY OF REFORM RECOMMENDATIONS

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Appendix A

INVITATIONAL SYMPOSIUM
PLANNING COMMITTEE

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State Board of Education

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Tennessee Organization of School Superintendents

Dan Tollett
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Tennessee Higher Education Commission

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Tammy Johnson
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Kelly Nye
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Meeting Arrangements and Equipment

Barbara Nye
Tennessee State University

Steve Derse
Park Plaza Hotel

Speaker and Presenter Arrangements

Ken Nye
State Board of Education

Don Gresso
Danforth Foundation

Gary Ubben
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Symposium Agenda

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State Board of Education

Brent Poulton
State Board of Education

Video Taping

Philip Hallinger
Vanderbilt University

Virginia Morgan
Vanderbilt University

Supply and Demand Report

Karen Weeks
State Board of Education

Appendix B

INVITATIONAL SYMPOSIUM
ON
RECRUITMENT, SELECTION, AND RETENTION
OF PRINCIPALS
FOR TENNESSEE'S SCHOOLS

May 8 & 9, 1990

Park Plaza Hotel
10th and Broadway
Nashville, Tennessee

Sponsored By:

Tennessee Organization of School Superintendents
Tennessee School Boards Association
Tennessee State Board of Education
Danforth Foundation

PURPOSE: To provide a forum for presentation and discussion of the issues and reforms concerning the preparation, employment, and professional development of principals for Tennessee's public schools.

SYMPOSIUM TOPICS:

- Status of Principal Preparation Programs in Tennessee.
- Current Supply, Demand, and Hiring Practices in Tennessee.
- Identification, Recruitment and Selection Processes.
- Role of Principals in Tennessee Schools.
- New State and National Standards for Credentialing.
- Critical Factors in Recruitment, Preparation, and Employment.
- Model Programs for Preparation, Induction, and Professional Development.
- Cost Factors and Cost Benefits.
- Partnerships Between School Systems and Higher Education Institutions.
- Research Findings on Preparation, Induction and Professional Development.

INVITED PARTICIPANTS:

School Superintendents, School Board Members, Principals, Teachers, University Faculty and Administrators, State Officials, and Professional Organization Leaders.

AGENDA

INVITATIONAL SYMPOSIUM
ON
RECRUITMENT, SELECTION, AND RETENTION
OF PRINCIPALS FOR TENNESSEE'S SCHOOLS
MAY 8 & 9, 1990

May 8, 1990

9:30 a.m.- Registration, Coffee, and Conversation

10:15 a.m.- First General Session

WHY HAVE WE GATHERED?

Welcome - Brent Poulton, SBE Executive Director
Organization of the Symposium - Ken Nye, SBE Staff
The Charge for the Symposium - Dick Ray, SBE Member

Presentation

Keynote Address - The Challenge of Securing and Retaining Good Principals: The North Carolina Story

Donald J. Stedman,
Associate Vice President for
Academic Affairs
The University of North Carolina

Panel Response - Ernestine McWherter, TOSS
Patsy Garriott, TSBA
Dick Wisniewski, TACTE
David Jones, TASSA

12:00 a.m.- Break

12:15 p.m.- Second General Session - Lunch

WHERE ARE WE GOING?

Presentation

Major Address - The Role of Principals: Today and Tomorrow's Schools

Christine Johnson
Principal of the Year for Colorado

Panel Response - Nelda Watts, TASSP
Don Hudson, TAESP
Judy Flatt, TASCD
Ann Robertson, TEA

2:00 p.m. - Break

2:15 p.m. - Third General Session

WHERE ARE WE NOW IN TENNESSEE?

Panel

History of Licensure Requirements
- Bill Payne, THEC Staff

Status of Preparation Programs and Licensure Today
- Gary Ubben, UTK Staff

Status of Career Development Programs
- Elaine Willers, SDE Staff

Current Supply/Demand Outlook
- Karen Weeks, SBE Staff

Current Hiring Practices and Professional Development
- Dan Tollett, TSBA Executive Director
- Elbert Brooks, TOSS Executive Secretary

3:45 p.m. - Break

4:00 p.m. - Work Session

WHAT DO WE WANT THE FUTURE TO LOOK LIKE?

Assigned Groups

Thinking boldly about the changing role of principals and what we should be doing in Tennessee.

5:30 p.m. - Social Hour/Reception

Hosted by IBM

6:30 p.m. - Fourth General Session - Dinner

HOW DO WE GET THERE?

Presentation

Major Address - World Class Schools: The Role of School Leaders

William L. Lepley
Commissioner of Education for Iowa

Panel Response - John M. Parish, Tennessee Business Round Table
John Crothers, State Department Economics and Community Development
Donn Gresso, Danforth Foundation
Pat Ceperley, Appalachia Educational

Laboratory

May 9

8:00 a.m. - Fifth General Session - Breakfast

Presentation

Major Address - National Standards for School Administrators

Scott Thomson
Executive Director
National Policy Board for Educational Administration

Panel Response - Ivan Muse, Utah
Wayne Worner, Virginia
Rodney Roth, Alabama
Willis Hawley, Tennessee

9:45 a.m.- Break

10:00 a.m.- Interest Sessions

WHAT DO WE KNOW ABOUT THE MODELS AND THE DIRECTIONS WE MAY CHOOSE TO GO?

Small Group Presentations - Model Programs/Research/ Technology

Session Repeated in Afternoon (see attached)

11:15 a.m.- Break

11:30 a.m.- Sixth General Session - Lunch

WHAT DO WE KNOW ABOUT IDENTIFYING, SELECTING AND DEVELOPING EFFECTIVE PRINCIPALS?

Presentation

Major Address - Assessment Centers: Identifying and Developing Effective Principals

Lenor Hersey
Administrator of Special Projects
National Association of Secondary School Principals

12:45 p.m.- Interest Sessions (continued)

Small Group Presentations - Model Programs/Research/ Technology

Sessions Repeated from Morning (see attached)

2:00 p.m. - Break

2:15 p.m. - Interest Sessions (continued)

Small Group Presentations - Model Programs/Research/ Technology

Sessions Repeated from Morning (see attached)

3:30 p.m. - Seventh General Session

WHERE DO WE GO FROM HERE?

Brent Poulton, SBE Executive Director

4:00 p.m. - Symposium Concluded

SCHEDULE FOR

INTEREST SESSION PRESENTATIONS
MODEL PROGRAMS/RESEARCH/TECHNOLOGY

May 9, 1990

Room	10:00 - 11:15 a.m.	12:45 - 2:00 p.m.	2:15 - 3:30 p.m.
C	Ivan Muse Brigham Young Univ.	Ivan Muse Brigham Young Univ.	Set for Concluding Session
Harding	Rodney Roth Univ. of Alabama	Rodney Roth Univ. of Alabama	Rodney Roth Univ. of Alabama
Hillsboro	Wayne Worner Virginia Tech Univ.	Wayne Worner Virginia Tech Univ.	Ivan Muse Brigham Young Univ.
Foyer	IBM-Jeff Ford/Jim Garrett/Libby Hinote	IBM-Jeff Ford/Jim Garrett/Libby Hinote	IBM-Jeff Ford/Jim Garrett/Libby Hinote
Tapestry (Restuarant Area)	Frances Fowler/ Cynthia Gettys Univ. of Tennessee Knoxville	Ernest Bentley Tenn. LEAD Project	Frances Fowler/ Cynthia Gettys Univ. of Tennessee Knoxville
Capitol	Floyd Edwards/ Charles Burkett East Tenn State Univ.	Philip Hallinger/ Joe Murphy Vanderbilt Univ.	Floyd Edwards/ Charles Burkett East TN State Univ.
Commerce	Ernest Bentley Tenn LEAD Project	Gary Ubben/ Mary Jane Connelly Univ. of Tennessee Knoxville	Gary Ubben/ Mary Jane Connelly Univ. of Tennessee Knoxville
A/B/D	Set for Breakfast/ Lunch and Break Area	Set for Breakfast/ Lunch and Break Area	Break Area

INTEREST SESSION PRESENTATIONS

Topic	Presenter	Title of Presentation
Model Program	Ivan Muse Brigham Young Univ.	"School District-University Partnerships for Selecting, Training, and Employing School Principals"
Model Program	Rodney Roth University of Alabama	"A Model for Generic Leadership Preparation, Induction, and Professional Development"
Model Program	Wayne Worner Virginia Tech Univ.	"Making Better Principals or Making Principals Better"
Technology	Jeff Ford Jim Garrett Libby Hinote IBM	"Technology for Schools in the 90's"
Research	Frances Fowler and Cynthia Gettys Univ. of Tennessee Knoxville	"Comparison Between Typical First Year Principals and Intern Principals Working with Mentors"
Model Program	Floyd Edwards and Charles Burkett East Tennessee State University	"Experiential Principal Preparation Program"
Prof. Development	Ernest Bentley Tennessee LEAD Project	"Influencing Leadership Practices Through Special Efforts: Tennessee LEAD, Dupont LDP,Etc."
Research	Philip Hallinger and Joseph Murphy Vanderbilt University	"Preparation and Development of School Leaders: Issues for the 21st Century"
Model Program	Gary Ubben and Mary Jane Connelly Univ. of Tennessee Knoxville	"Leadership 21: Preparation for 21st Century Principals"

Appendix C

POLICY FOR THE PRINCIPAL IN TENNESSEE'S SCHOOLS

NOVEMBER 15, 1991

STATE BOARD OF EDUCATION

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PREFACE

Effective school leadership is critically important as Tennessee implements changes required for schools of the 21st Century. Every school must have the best principal possible. Current efforts to ensure sufficient resources, to shift decision making closer to those who are working with children in the schools, and to establish clear lines of accountability underscore this point.

The principal is the leader of the school. He or she is accountable for the decisions and results at the school and for overall leadership and management of the school facility, personnel, and students. The principal works under the general supervision of a local school system superintendent and is responsible for carrying out the policies, procedures, and programs established by the state and the local board of education. The principal also works with faculty, staff, students, parents, and community leaders in creating the conditions for learning.

Current policies for preparing principals are inadequate. These policies permit applicants to accumulate coursework, often poorly sequenced, at one or more institutions and to apply directly to the state for endorsement without the recommendation of an institution of higher education. No hands on experience is required of the candidate, nor is any test or performance assessment required. The new policy addresses each of these deficiencies and presents a cohesive set of provisions designed with one goal in mind: to provide the best possible candidates for principal positions and to help principals succeed in their responsibilities.

This policy is based upon the vision of schools represented in the Master Plan for Tennessee Schools: Preparing for the 21st Century. Tennessee is now in the process of adopting new education legislation which will achieve this vision. The vision of 21st Century schools establishes an expectation of a new role for principals. While all of this is not yet in place, new standards for preparation and licensure can be established.

POLICY

This policy regarding the principal in Tennessee schools will be phased in according to the implementation schedule provided in Appendix A.

1. Local school systems and approved institutions of higher education will collaborate in the preparation and professional development of principals.

2. The licensing of a principal candidate will involve two steps: beginning administrator endorsement and professional administrator endorsement. A beginning principal will be required to attain the professional administrator endorsement within three years of employment as a principal.

3. In order to become a fully credentialled principal in Tennessee, an applicant must attain a graduate degree, complete an approved graduate level program of studies in school administration and supervision, be recommended for endorsement by an approved institution of higher education, pass a state required test/assessment, and complete a professional development program and local evaluation as a beginning principal.

4. Standards for preparation and professional development programs will be based on the knowledge and skills needed by a principal for effective leadership and management. The licensure standards will be established by the Advisory Council on Teacher Education and Certification and approved by the State Board of Education.

5. Evaluation of a principal's performance will be the responsibility of the superintendent, will be based upon a performance based contract established for each principal, and will address the following areas of performance: student academic learning and social development; learning environment in the school; faculty and staff development and involvement; parent and community involvement and satisfaction; and financial and program management.

6. Individuals currently employed as principals with valid endorsements can continue to be employed or reemployed without additional endorsements or credentials.

7. Individuals endorsed in administration/supervision or principal but not currently employed will complete the state required test/assessment prior to employment.

8. A statewide registry of candidates will be maintained by the state to assist local school systems in recruiting administrative personnel.

9. Local school systems will be encouraged to provide leadership development activities for aspiring and current school administrators in cooperation with other school systems and organizations.

10. The state will provide funding to support the preparation, testing and performance assessment of highly qualified principal candidates, and for competitive salaries for principals.

RECRUITMENT AND SELECTION

Each local school system has the responsibility for identifying, recruiting, and selecting the best available school leaders. The state will provide assistance to local school systems in developing and improving recruitment, selection, and employment procedures. Local school systems and institutions of higher education are encouraged to work together to identify and recruit highly qualified potential principal candidates. Local school systems are encouraged to provide leadership development activities for aspiring school administrators which is open to all interested individuals, and especially to prospective minority and women candidates.

The State Department of Education will establish a statewide registry of candidates endorsed in school administration from which school systems may invite applications for principalship openings. The statewide registry will not preclude candidates not on the registry from being considered by local school systems, but will serve as a resource to assist local school systems in identifying the best candidates available.

PREPARATION AND PROFESSIONAL DEVELOPMENT

Beginning principals will be adequately prepared to assume the role and responsibilities of the position. A beginning principal will have had successful teaching experience although the teaching experience need not be in the same school level as the principal position.

The policy establishes a two step process for principals to become fully credentialled. The first step involves preparation, testing and performance assessment prior to employment as a principal. The second step involves professional development and evaluation during the initial years of employment as a principal. The first step leads to endorsement as beginning administrator, the second to endorsement as professional administrator. In addition, there will be two different routes to complete the sequence, the primary difference being that one route includes a one-semester internship, whereas the other does not. Both routes anticipate collaboration between local school systems and institutions of higher education. A diagram of the requirements is provided at the end of this section.

Standard Program

The standard program provides a two step process for principals to become fully credentialled.

Step 1: Beginning Administrator Endorsement and Initial Employment

In the standard program the candidate will complete a graduate degree and will complete an approved graduate level program of studies in school administration and supervision. Candidates must be recommended to the state for endorsement as beginning administrators by an institution of higher education with an approved program. The approved program will address the knowledge and skills required of a principal and will provide opportunities for curriculum leadership specialization in one or more school levels. Moreover, in order to be eligible for the beginning administrator endorsement, a candidate must successfully complete the state required test/assessment. Having completed these requirements, the candidate is eligible for endorsement and employment as a principal.

Step 2: Professional Administrator Endorsement

When local school systems employ beginning principals the systems must initiate contact with one or more institutions of higher education to collaborate in providing a customized professional development program for each beginning principal. The professional development program will include the support of a mentor principal with recognized successful experience and assistance from the institution of higher education. The customized program will provide for curriculum leadership specialization at the grade levels of the school at which the principal is employed and it may or may not involve additional formal study and coursework. The principal will complete a graduate degree in an approved school administration and supervision program if such degree was not obtained as part of beginning administrator preparation.

Beginning principals will be evaluated by the superintendent or designee. The principal may meet the requirements as early as the end of the second year and must meet them no later than the third year. The principal must be jointly recommended by the superintendent and the institution of higher education for the professional administrator endorsement. In the event that the candidate changes employment prior to obtaining the professional administrator endorsement, the candidate may be employed again as a beginning principal prior to obtaining the professional administrator endorsement.

Internship Program

The internship program also involves a two-step process for principals to become fully credentialled.

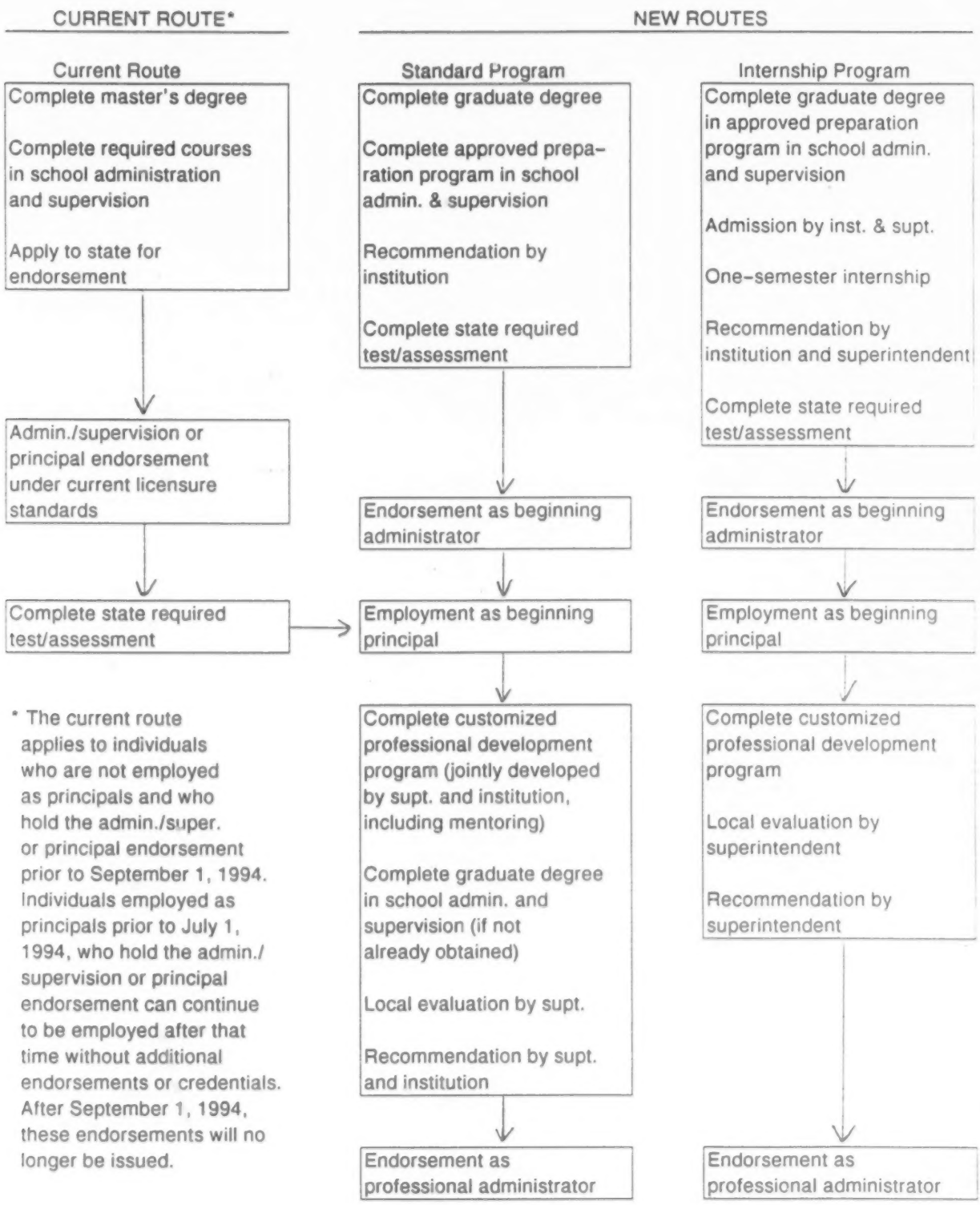
Step 1: Beginning Administrator Endorsement and Initial Employment

In the internship program the candidate will complete an approved graduate level program leading to a graduate degree in school administration and supervision. Institutions of higher education and local school systems will jointly develop the program, admit candidates to the program, and recommend candidates for endorsement as beginning administrators. The program will address the knowledge and skills required of a principal and will provide opportunities for curriculum leadership in one or more grade levels. The program will include an internship of at least one semester spent full-time in a school setting with a mentor principal with recognized experience and assistance from the institution of higher education. In order to be eligible for the beginning administrator endorsement, a candidate must successfully complete the state required test/assessment. Having completed these requirements, the candidate is eligible for employment as a principal.

Step 2: Professional Administrator Endorsement

Since the principal has already completed an internship, the length of time required to attain professional administrator endorsement will likely be less than that required for a principal completing the standard route. The principal will complete a customized professional development program developed by the local school system which will provide for curriculum leadership specialization at the grade levels of the school at which the principal is employed. Following successful evaluation by the superintendent or designee, the superintendent may recommend the principal for professional administrator endorsement as early as the end of the first year of employment but must do it no later than the third year of employment. In the event that the candidate changes employment prior to obtaining the professional administrator endorsement, the candidate may be employed again as a beginning principal prior to obtaining the professional administrator endorsement.

PRINCIPAL PREPARATION AND ENDORSEMENT
EFFECTIVE 1994-95


CURRENT ROUTE*
NEW ROUTES
Current Route
Complete master's degree
Complete required courses in school administration and supervision
Apply to state for endorsement
Admin./supervision or principal endorsement under current licensure standards
Complete state required test/assessment
Standard Program
Complete graduate degree
Complete approved preparation program in school admin. & supervision
Recommendation by institution
Complete state required test/assessment
Endorsement as beginning administrator
Employment as beginning principal
Complete customized professional development program (jointly developed by supt. and institution, including mentoring)
Complete graduate degree in school admin. and supervision (if not already obtained)
Local evaluation by supt.
Recommendation by supt. and institution
Endorsement as professional administrator
Internship Program
Complete graduate degree in approved preparation program in school admin. and supervision
Admission by inst. & supt.
One-semester internship
Recommendation by institution and superintendent
Complete state required test/assessment
Endorsement as beginning administrator
Employment as beginning principal
Complete customized professional development program
Local evaluation by superintendent
Recommendation by superintendent
Endorsement as professional administrator
* The current route applies to individuals who are not employed as principals and who hold the admin./super. or principal endorsement prior to September 1, 1994. Individuals employed as principals prior to July 1, 1994, who hold the admin./supervision or principal endorsement can continue to be employed after that time without additional endorsements or credentials. After September 1, 1994, these endorsements will no longer be issued.

Application of the Licensure Requirements to Individual Candidates

The licensure requirements of the policy will be applicable to all individuals employed for the first time as principals in Tennessee beginning July 1, 1994. Specifically:

1. An individual employed for the first time as a principal will have attained the beginning administrator endorsement including the state required test/assessment.

2. The beginning administrator endorsement will be sufficient for no more than three years of employment as a principal. Continued employment in the same school or same level of school in the local school system will require attainment of a professional administrator endorsement.

3. An individual holding an endorsement in administration/supervision or principal issued under existing or previous licensure standards can attain employment as a beginning principal or the new beginning administrator endorsement by passing the state required test/assessment.

4. An individual holding an endorsement in administration/supervision or principal and employed as a principal prior to July 1, 1994, can continue to be employed without attaining additional endorsements.

5. No endorsements in administration/supervision will be issued by the state under the existing licensure standards after September 1, 1994. (The principal endorsement is currently no longer issued)

6. Out-of-state candidates who have valid administration/supervision endorsements or who have completed approved administration/supervision preparation programs in other states and who seek employment for the first time as a principal will complete any test/assessment required by the state for the beginning administrator endorsement.

7. Out-of-state candidates who have valid administration/supervision endorsements and experience as school administrators or supervisors will complete at least one year of employment as a principal, including the professional development program and local evaluation, to be recommended for the professional administrator endorsement.

APPROVAL OF PREPARATION PROGRAMS

Institutions of higher education offering preparation programs leading to beginning and professional administrator endorsement will submit them to the State Department of Education for review in accordance with the state's procedures for approval of teacher education institutions and programs. Criteria for program approval will be based upon the knowledge and skills developed by the Advisory Council on Teacher Education and Certification and approved by the State Board of Education. Such programs will be considered for approval by the State Board of Education, upon recommendation of the State Department of Education.

Institutions of higher education offering administrator preparation programs must seek and receive approval of both a program for beginning administrator endorsement and a

program for professional administrator endorsement. Institutions will initiate programs consistent with the new policy no later than fall 1993 and are encouraged to do so earlier.

ASSESSMENT OF PERFORMANCE

Evaluation of a principal's performance will be the responsibility of the superintendent and will be based upon a performance based contract. Results of the assessment of performance will also be used in developing and updating the principal's annual professional development plan. The assessment will address performance outcomes and process measures in the areas listed below:

* Student academic learning and social development
* Learning environment in the school
* Faculty and staff development and involvement
* Parent and community involvement and satisfaction
* Financial and program management

The State Certification Commission will review the state model for local evaluation and recommend to the State Board of Education changes needed to ensure compatibility between the new policy for principals and the state model for local evaluation.

ANNUAL PROFESSIONAL DEVELOPMENT PLANS

Principals are expected to grow in their abilities to lead and manage schools effectively. Both those individuals seeking and those holding principal positions should demonstrate a personal commitment to continued learning for themselves as well as the faculty, staff, and students they supervise. Superintendents will be responsible for establishing with each principal an annual plan for personal professional development which will engage the principal in learning experiences contributing to improved leadership and management of schools. When principals change levels of schools they will focus their annual professional development plans on curriculum leadership specialization at the appropriate school levels.

Local school systems are encouraged to cooperate with each other and other organizations in developing and implementing local school system leadership development activities. Collaborative efforts among local school systems, and with institutions of higher education, professional school leadership organizations, business and industry, and state agencies will provide additional professional development activities and resources from which individual school systems and principals can choose in developing programs and individual plans.

The State Department of Education will develop a long range schedule of professional development activities and resources to be provided or brokered by the state. The schedule will provide, to the greatest extent possible, a comprehensive set of learning opportunities each year from which superintendents and principals can select in implementing the professional development plans for each principal.

INITIATIVES REQUIRED TO IMPLEMENT THE POLICY

The following initiatives are required to support and implement this policy:

Local School Systems

1. Establish criteria and processes for identification, recruitment, and selection of candidates.
2. Support the performance assessment and annual professional development plans of each principal.
3. Develop and support local school system leadership development activities for aspiring and current school administrators.
4. Work collaboratively with institutions of higher education, professional school leadership organizations, business and industry, and state agencies in the preparation, induction, and professional development of beginning principal candidates and employed principals.

Institutions of Higher Education

1. Assist local school systems in the identification, recruitment, and selection of candidates.
2. Provide preparation in school leadership and management for beginning and professional administrator licensure.
3. Work collaboratively with local school systems in the preparation, induction, and professional development of principal candidates.
4. Work collaboratively with local school systems, professional school leadership organizations, business and industry, and state agencies in providing professional development programs for employed principals.

Professional School Leadership Organizations

1. Promote professional standards of conduct and ethics which support effective school leaders.
2. Assist local school systems and the state in promoting educational excellence and professional development and recognizing effective school leaders.
3. Provide professional support and development opportunities for beginning and experienced principals.
4. Work collaboratively with local school systems, institutions of higher education, business and industry, and state agencies in providing professional development programs for employed principals.

Business and Industry

1. Provide opportunities to share leadership development and management training activities with local school systems and principals.

2. Assist principals in developing awareness of community resources and structures.

3. Provide individual principals with short term experiences in leadership and management within business and industry.

4. Work collaboratively with local school systems, institutions of higher education, professional school leadership organizations, and state agencies in providing resources for preparation, induction, and professional development of principal candidates and employed principals.

State Board of Education and State Department of Education

1. Develop licensure standards and approve preparation programs.

2. Develop, approve, and fund testing/assessment processes.

3. Develop and fund statewide professional development activities.

4. Assist local school systems in establishing criteria and processes for identification, recruitment, and selection and in developing and supporting local school system leadership development activities.

5. Work collaboratively with local school systems, institutions of higher education, professional school leadership organizations, and business and industry in utilizing available resources and programs for preparation and professional development of principal candidates and employed principals.

APPENDICES

APPENDIX A

POLICY IMPLEMENTATION SCHEDULE

The Policy for Principals in Tennessee's Schools will be implemented in phases. Beginning in the 1992-93 school year, each principal will have an annual development plan and will have a performance assessment by the local school system superintendent. Beginning in the 1993-94 school year, all higher education preparation programs for school administration and supervision must be based upon the new policy and licensure standards. Individuals employed for the first time beginning July 1, 1994, must meet the new preparation, test and performance assessment requirements. Details of the implementation schedule for this policy are provided below.

Winter, 1991	State Board of Education will consider new licensure standards for principals recommended by the Advisory Council on Teacher Education and Certification under the new policy.
Spring, 1992	Approval of preparation programs recommended by the State Department of Education under the new policy and licensure standards will be considered by the State Board of Education.
Spring, 1992	All principals will plan, in conjunction with their superintendents, their first annual performance plan and personal professional development plan under the new policy to begin in the 1992-93 school year.
Summer, 1992	State agencies, in collaboration with higher education institutions, professional organizations, and business and industry will begin providing high-quality, short-term professional development opportunities for principals and principal candidates endorsed under previous licensure standards.
Fall, 1992	Local school systems will begin implementing performance contracts, performance assessments, and annual professional development plans for all principals under the new policy.
Fall, 1992	Local school systems will begin providing local school system leadership development programs in cooperation with other school systems and organizations for aspiring and current school administrators under the new policy.
Summer, 1993	The State Department of Education will recommend to the State Board of Education for approval the test/assessment to be required of all individuals prior to employment for the first time as principal beginning July 1, 1994.

Fall, 1993	Higher education institutions will initiate preparation programs approved under the new policy for new candidates entering school administration and supervision preparation programs. Approval of the programs will be based on the new policy and licensure standards.
Fall, 1994	Individuals employed for the first time as principals beginning July 1, 1994 must meet the new preparation and test/assessment requirements.

APPENDIX B

TASK FORCE ON THE PREPARATION, EMPLOYMENT, AND PROFESSIONAL DEVELOPMENT OF PRINCIPALS 1990-91

Members

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Cumberland County High School

Betty Triplett
Napier Elementary School, Metro-Nashville

Dan Russell
Science Hill High School, Johnson City

Viva Bosland
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Jim Parris, Principals Study Council
Minnie Miller, Supervisors Study Council
Bill Murphy, Teachers Study Council
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Appendix D

TEACHER EDUCATION POLICY IMPLEMENTATION

LICENSURE STANDARDS

Administrator
(Beginning Administrator, K-12
and Professional Administrator, K-12)

AND

RULES PERTAINING TO THE PRINCIPAL

TENNESSEE STATE BOARD OF EDUCATION

March 27, 1992

LICENSURE STANDARDS

ADMINISTRATOR

(Beginning Administrator Endorsement K-12
and Professional Administrator Endorsement K-12)

All prospective administrators will complete studies in school administration and supervision. The education and professional development of an administrator is a career long undertaking that is initiated in graduate level course work, refined in field experiences, and enhanced during professional practice. Administrator preparation programs will provide the prospective administrator the knowledge and skills to develop the following:

1. Ability to formulate goals with individuals and groups and to articulate high expectations for students, faculty and staff.

2. Understanding of current research regarding student learning and the implications for effective teaching. Ability to work with others in designing curriculum and implementing an effective instructional program.

3. Understanding of student growth and development. Ability to provide for student guidance, connect students with community resources, and maintain an orderly school climate.

4. Ability to involve faculty, staff, parents and community members in meaningful decision making. Ability to collect information from multiple sources and analyze problems.

5. Ability to assess needs and evaluate the progress of students, faculty, staff and school to facilitate continuous improvement of the school program.

6. Ability to organize and implement an effective school program, delegate responsibilities, and manage change.

7. Ability to use technology to obtain information, communicate information and facilitate instruction and learning.

8. Ability to enhance the role of parents in their children's education.

9. Ability to promote the professional development of faculty and staff and maintain personal professional growth. Ability to identify prospective faculty and staff.

10. Ability to manage resources, develop the budget, use sound business practices, and obtain and use community resources.

11. Ability to communicate with individuals and groups, both orally and in writing, in order to motivate others, mediate conflicts and promote the goals of the school.

12. Understanding of moral and ethical responsibilities of schools. Understanding of diverse cultural values.

13. Ability to apply legal and regulatory mandates of the local school system, the state, and the federal government and to encourage school site innovation.

14. Understanding of policy processes and political influences in decisions affecting the school.

15. Ability to communicate effectively with the general public and the media regarding progress, achievement, and other matters related to the school.

Guidelines

I. Programs in school administration and supervision will enable candidates to develop the knowledge and skills specified for the beginning administrator and professional administrator endorsements.

II. Programs in school administration and supervision will be consistent with the Policy for the Principal in Tennessee's Schools, adopted by the State Board of Education, November 15, 1991.

III. Applicants for the beginning administrator endorsement will be recommended by an institution with an approved program in school administration and supervision. Applicants will have successful teaching experience before being recommended by the institution.

IV. The endorsement of a principal candidate will involve two steps: beginning administrator endorsement and professional administrator endorsement. A beginning principal will be required to attain professional administrator endorsement within three years of employment as a principal. A candidate must successfully complete a state required test/assessment prior to endorsement as a beginning administrator. For application of licensure requirements to individuals holding endorsements issued prior to September 1, 1994 and to out-of-state candidates, refer to the policy.

V. A principal candidate may complete administrator preparation through a standard program or an internship program consistent with the policy. Both types of programs will include work with a mentor principal. Individuals serving as mentors will be selected jointly by the school system and the institution of higher education, and will indicate a willingness to serve as a mentor and to remain current in their field. In the standard program, the candidate will have field experiences as part of the beginning administrator preparation and will have a mentor as part of the professional administrator preparation. In the internship program, the beginning administrator preparation will include an internship of one semester or the equivalent spent full-time in a school setting with a mentor principal.

VI. Prior to recommending the candidate for professional administrator endorsement, the superintendent (and the institution of higher education for candidates in the standard program) will evaluate the candidate based on the knowledge and skills.

VII. Prior to recommending a candidate for the beginning administrator endorsement, an institution will determine whether the candidate has met the requirement for successful teaching experience. Successful teaching experience may include teaching experience in a public school or non-public school, pre-K-12, that is approved by a recognized accrediting agency or approved by a state department of education; an institution of higher education approved by a regional accrediting association; U.S. Government teaching programs; teacher exchange programs; and teaching in the armed forces of the United States.

VIII. Institutions of higher education offering approved programs in school administration and supervision will develop and submit to the State Department of Education for approval admissions procedures that include: (1) assessment of personal characteristics and academic proficiency of the candidate as required by NCATE for programs at the advanced level; (2) assessment of leadership potential; and (3) an interview of the candidate by an admissions board composed of one or more practicing administrators as well as one or more faculty members from teacher education, educational administration or other appropriate faculties.

IX. Programs in school administration and supervision will be developed from the current knowledge base in school leadership and in teaching and learning, will include faculty members from educational administration and other appropriate faculties, and will be approved by the State Board of Education in accordance with program approval procedures adopted by the State Board of Education.

RULES PERTAINING TO THE PRINCIPAL

1. The following amendments to the employment standards for the principal are needed to implement the Board's Policy for the Principal in Tennessee's Schools and the Education Improvement Act (EIA) of 1992.

   0520-1-2-.03 Employment Standards

   (6) Principals

   (a) A principal shall hold one of the following endorsements: beginning administrator, professional administrator, administration/supervision, or principal.

   (b) Individuals employed for the first time as a principal beginning July 1, 1994 shall hold an appropriate endorsement and shall meet the requirements for test/assessment specified by the State Board of Education.

   (c) Individuals employed for the first time as a principal beginning July 1, 1994, shall be employed with the beginning administrator, administration/supervision or principal endorsements for a maximum of three years; after three years, the principal must be recommended for and attain the professional administrator endorsement for continued employment as a principal. In the event that a candidate changes employment prior to obtaining the professional administrator endorsement, the candidate may be employed again as a beginning principal prior to obtaining the professional administrator endorsement.

   (d) A principal, with the approval of the superintendent, shall establish and implement an annual plan for personal professional development in accordance with guidelines established by the State Board of Education.

   (e) A principal of a school with less than 225 students shall not be required to meet the requirements of (a), (b) or (c). Such individuals who are subsequently employed as a principal of a school with 225 or more students for the first time beginning July 1, 1994, shall meet the requirements of (a), (b) and (c).

2. The following additions to the rules relating to the new licensure standards for teachers and administrators are needed to implement the Board's policy and the EIA.

   0520-2-3-.01 Licensure, General Requirements

   (10) Candidates seeking initial licensure and/or endorsement as a beginning administrator shall complete a graduate degree and a program of studies in school administration and supervision approved by the State Board of Education in accordance with guidelines established by the State Board of Education. Candidates may seek this endorsement with the initial license or as an additional endorsement.

   (11) Candidates seeking endorsement as a beginning administrator shall complete either a standard program or an internship program, and must be recommended by an institution of higher education with a program in school administration and supervision approved according to standards and guidelines established by the State Board of Education.

   (12) Candidates seeking endorsement as a beginning administrator shall meet the requirements for test/assessment specified by the State Board of Education.

(13) A beginning principal must successfully complete a customized professional development program, which includes the mentoring of an experienced principal assigned by the school system, and be recommended for the professional administrator endorsement by the superintendent within three years of employment as a principal.

0520-2-3-.21 Effective Dates

(6) Candidates seeking endorsement as a beginning administrator shall meet the requirements of rules 0520-2-3-.01(10) and (11) no later than September 1, 1994. Candidates seeking endorsement as a beginning administrator shall meet the requirements of rules 0520-2-3-.01(12) and (13) beginning July 1, 1994. These rules will supersede the following rules: 0520-2-4-.06(1) and (2); 0520-2-4-.07(2); and 0520-2-4-.09(1) and (28).

3. The following addition to the rules relating to existing standards for licensure of teachers and administrators is needed to implement the Board's policy.

0520-2-4-.01(13) Admission to Teacher Education Programs

(g) Institutions of higher education offering approved programs in school administration and supervision will develop and submit to the State Department of Education a description of admissions procedures in accordance with guidelines established by the State Board of Education.

4. The following amendment of an existing rule related to licensure of teachers and administrators is needed to implement the Board's policy.

0520-2-4-.06(2) Conditions for Issuance of the Teacher License

(b) The institution of higher education must recommend the candidate for licensure and indicate areas of endorsement in which teaching or administrator competencies are considered adequate. Requirements must be met in at least one area of endorsement.

5. The following amendments to the current administrator/supervisor endorsements clarify that no endorsements in administration/supervision will be issued by the state under the existing licensure standards after September 1, 1994.

0520-2-4-.07 Requirements for Endorsements, Grades K-8, On a Teacher License

(2) Administration/Supervision (K-8). Effective until September 1, 1994.

0520-2-4-.09 Requirements for Endorsements, Grades 7-12, On a Teacher License

(1) Administration/Supervision (7-12). Effective until September 1, 1994.